

**Part II. Applicant Narrative Content**  
**A. Charter School Mission Statement**

The mission of the Calhoun Falls Charter School (“CFCS”, “Calhoun Falls Public Charter School”, “CFPCS”, “the Charter School”, “the School”) is to provide to the children and families of Calhoun Falls a safe and supportive learning environment where students are actively engaged in the educational process, develop strong leadership qualities and create an opportunity for the children and families of Calhoun Falls to leave behind a living legacy to future generations.

The Calhoun Falls Planning Committee is committed to maintaining a school and the identity of Calhoun Falls. Calhoun Falls Charter School will be a school where all students will receive the support and guidance to become successful, contributing citizens of the world. By engaging students in a rigorous academic program aligned to the South Carolina State Standards, we promote learning for leadership, strong moral development, academic growth, and individual responsibility. Our greatest asset has been the overwhelming support from our parents and community members. We value parents as our partners and will continue to encourage them to be actively involved in their student’s education, and will continue to extend the walls of the school to provide and engender meaningful service to the community.

Key to our educational philosophy is the belief that small learning communities offer personal support to students and a clear direction of high expectations. Although a smaller school does not guarantee an effective learning environment, it does enable teachers to genuinely know their students and to provide adequate support for learning during instruction, enrichment, and remediation activities. Recent research shows that small schools: record increase graduation and college-going rates, improve attendance,

improve teacher morale and effectiveness, and a reduce incidents of violence.

#### **(APPENDIX R: Research to Support Small High Schools)**

High expectations, with a focus on academics and positive character development, set the culture of the learning environment. As part of our mission, CFCS focuses on high expectations that permeate everything that occurs in the school community. There is an understanding among administration, students, teachers, and parents that students are expected to put forth full effort - anything less will not be acceptable. It is the school's responsibility to provide the support and tools needed for students to achieve these high expectations.

Key components of the educational program offered at Calhoun Falls Charter School will include project-based service learning. **Service Learning** is the practical application of character development - a form of project-based learning in which academic skills and concepts are applied to real-life, in real-world context. With proper implementation, service learning develops citizenship, responsibility, and many other positive character virtues, making it a highly effective means of character education.

#### **(Appendix S: Examples of Service Learning Projects)**

Our vision includes the belief that:

- A strong academic program in concert with a variety of enrichment offerings expands the potential of our students.
- The ability to learn depends on the capacity to be creative within the structure of a well developed academic program that maintains high standards.
- Applying five measures of excellence in operating and evaluating CFCS will ensure the success of the school:

Shared Values of Integrity, Justice and Fun- Everything we undertake is guided by the values of integrity, justice and fun. Integrity or “wholeness” means that every employee is responsible for the Charter School’s results. Justice requires our employees treat each parent/guardian, each student, and each colleague as a special, unique individual. Fun means creating a joyful environment, in which each staff member has significant decision-making responsibilities, and in which students, parents/guardians and staff work together for meaningful teaching and learning.

Parent/Guardian Choice- The Charter School will provide parents/guardians greater public school options for their children. A crucial measure of overall school quality is whether parents choose to enroll and re-enroll their children. We will use school enrollment and the size of waiting lists as the primary measure of these criteria. Parent surveys and annual student re-enrollment will also be used to evaluate parent satisfaction.

Academic Achievement- Student academic achievement is deeply important. We maintain an educational balance among language arts, math, critical thinking, reading, science, social studies, art, technology education, and athletics. As a key evaluation of academic achievement, we will measure “same student” annual individual learning gains in math and reading. Each student will be given a standardized pre-test at the beginning of the year and a post-test at year's end. The analysis of the two assessments against each other measures the annual learning gains specific to each child. The result is a valuable indicator of yearly academic growth. Assessments administered by the School (SAT 10 and PACT)

in a range of subjects will also help teachers, parents/guardians and students tailor each child's education by focusing on the student's particular strengths and challenges.

Positive Character Development- Our Charter School will emphasize positive moral development. To achieve this, we will utilize a number of character development programs, based on the input of the school leader, teachers, parents/guardians, and students. It is likely that surveys of parents/guardians, teachers, and students regarding changes in student behavior will be part of the measurement approach. Participation in community-oriented projects that are part of the curriculum will also help measure positive character development. The reduction of referrals to the school office for discipline is also a part of evaluating this important element of our performance.

Economic Sustainability- Calhoun Falls Charter School will employ an independent financial control and budgeting company to ensure quality internal auditing of its finances and maintain a balanced budget at all times. The South Carolina Association of Public Charter Schools (SCAPCS) will also provide professional development for school leaders and teachers regarding building and maintaining solid financial health in their schools, in order to ensure long-term educational effectiveness. Calhoun Falls will adopt the Quality Assurance Program of SCAPCS. **(APPENDIX I: SCAPCS Quality Assurance Program)**

The Mission of CFCS, therefore, will be linked to the six purposes of the South Carolina Charter Schools Act: 1) improve student learning; 2) increase learning opportunities for students; 3) encourage the use of a variety of productive teaching methods; 4) establish

new forms of accountability for schools; 5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and 6) assist South Carolina in reaching academic excellence.

## **B. Admissions Policies and Procedures**

### **1. Enrollment Procedures**

#### **a. Who will be eligible to attend the School?**

In compliance with Section 59-40-50 of the South Carolina Code of Laws for Charter Schools, the Calhoun Falls Charter School (CFCS) will admit all children eligible to attend public school throughout South Carolina, subject to space limitations. The school is being designed to serve grades six through twelve. The Calhoun Falls Charter School will not limit, deny admission, or show preference to any individual or group of individuals; however, preference will be given to siblings of pupils already enrolled, children of employees of the charter school, and children of the planning committee, as in accordance with Section 59-40-50 (8) of the South Carolina Code of Laws for Charter Schools, provided their enrollment does not constitute more than twenty percent of the charter school enrollment.

The charter school will serve students without regard to race, creed, color, gender, national origin, religion, ancestry, disability or need for special education services. It is the goal of the Calhoun Falls Charter School that the racial composition of the charter school enrollment will reflect that of the South Carolina Public Charter School District, with a variance of no more than twenty percentage points.

#### **b. How will the applications be received and processed?**

In December of 2007, the community of Calhoun Falls began holding

community meetings to discuss their interest in creating a charter school. In January, the Calhoun Falls Planning Committee received an outpouring of support from the community to create the Calhoun Falls Charter School. The Planning Committee began publicizing the Charter School through a series of community meetings, press releases, and informational flyers. During those community meetings, questions were answered about the charter school and enrollment forms were collected. For a list of community meetings see the table below:

Sunday, December 16, 2007 3PM	Discuss Abbeville Board Decision Calhoun Falls Civic Center SC
Saturday, December 22, 2007 3PM	Discuss Community Options for Calhoun Falls Calhoun Falls Civic Center SC
Saturday, December 29, 2007 3PM	Discuss Conversion, SCAPCS, and Imagine Schools Calhoun Falls Civic Center SC
Sunday, January 6, 2008 6-10PM	SC Public Charter Schools Association Presentation Pentecostal Holiness Church SC
Sunday, January 13, 2008 10AM-2PM	Imagine Schools Presentation Calhoun Falls Civic Center SC
Friday, January 19, 2008 12-2PM	Charter School Vote Calhoun Falls Civic Center SC
Tuesday, February 5, 2008 12-2PM	Planning Committee Meeting to discuss Enrollment Calhoun Falls Civic Center SC
Saturday, February 9, 2008 9AM-6PM	Enrollment drive/handouts Calhoun Falls Civic Center SC
February 10 – Present	Enrollment drive/handouts Calhoun Falls Civic Center SC

On February 9<sup>th</sup> 2008, interested parents signed up their children on official enrollment forms. In total, the Planning Committee collected more than 200 registration forms (see **APPENDIX B**). The Planning Committee continues to collect enrollment forms and plans to provide informational meetings throughout the entire Abbeville County and adjoining counties. The Planning Committee will continue to publicize the charter school throughout all parts of the region to ensure that all

ethnicities, academic ability ranges, and socioeconomic levels represented in the school district are aware of this school choice option.

Enrollment applications will be disseminated at all meetings and information sessions and will accompany brochures and information flyers. Parents/guardians interested in enrolling their children in The Calhoun Falls Charter School must return their completed applications by 4:30 P.M. on May 21<sup>st</sup> 2008 to P.O. Box 246 Calhoun Falls, SC 29628. Applications may be mailed, faxed, or personally delivered but must be received by the close of the business day (e.g. 4:30 P.M.) on May 21<sup>st</sup> 2008, to become a part of any necessary lottery process.. A sub-committee appointed by the charter committee will be responsible for receiving and processing the applications, inclusive of notifying individuals by mail that their application was received. Approximately one month before applications are due, deadline date reminders will be issued through the local newspapers, the local radio station, school newsletters, and notices posted throughout the county and surrounding areas.

**c. How will a lottery be conducted for the first and subsequent years of operation if applications exceed the capacity?**

In the event that the number of applicants exceeds the school's capacity by class, grade level, or building, a lottery will occur. The lottery will be conducted by the charter committee in a publicized open meeting at the Calhoun Falls Civic Center on May 21<sup>st</sup> 2008 at 7:00 P.M. By drawing randomly from all students' names within a grade level, students will be accepted by lot in the order in which they are drawn until capacity is reached. After capacity is reached, the random drawing will continue to place remaining names on a waiting list in the order drawn. Preference will be given to

siblings of pupils already enrolled, children of employees of the charter school, and children of the planning committee, as in accordance with Section 59-40-50 (8) of the South Carolina Code of Laws for Charter Schools, provided their enrollment does not constitute more than twenty percent of the charter school enrollment.

Students initially enrolled in the charter school will be eligible to attend through the highest grade of the charter school. As an enrollment vacancy occurs in grade levels six through twelve, during the initial or subsequent years of operation, the next eligible student on the waiting list will be given the opportunity to enroll.

In subsequent years following the opening of the school in August 2008, applicants will continue to be accepted for grades six through twelve and placed on the waiting list in the chronological order the application is received.

**d. Will priority enrollment be granted to any specific groups of students?**

In accordance with Section 59-40-50 (8) of the South Carolina Code of Laws for Charter Schools, preference will be given to a sibling of a student already enrolled, a child of a current Planning Committee member, and a child of an employee of the school, provided their enrollment does not constitute more than twenty percent of the charter school enrollment.

**2. Students Outside of the District**

Not applicable

**3. Student Appeals Process**

Since the enrollment procedures described in Sections B.1 and B.2 of the charter school's application have been defined in relation to the regulations of the South Carolina Charter Schools Act of 1996, an appeals process should not be necessary regarding the initial selection of students. All students that complete an enrollment form



should be accepted unless the school's capacity is exceeded and then students must/will be selected by lot. Other exceptions to this acceptance policy are discussed below. There is no appeal process to the Charter School's sponsor, the South Carolina Public Charter School District Board of Trustees (SCPCSD), when a student is denied admission because of lottery results, except as set forth below.

During or following the initial selection of students, a prospective student may be denied admission because of any of the following reasons: 1) the student's lower priority order on the waiting list for a grade level; 2) the student's suspension or expulsion from another school; 3) the student's non-residency in the state; or 4) the student's priority on the waiting list is superseded by the priority enrollment of a sibling of a pupil already enrolled, the child or children of a charter school employee, and/or a child or children of a Charter Committee member within the allowable twenty percent. If admission is denied for any of these reasons, the student may appeal the denial to the SCPCSD Board of Trustees.

### **C. Support for Formation of the Charter School**

#### **1. Charter Committee**

Please provide the names and addresses of committee members. Summarize each member's experience and qualifications. The application must include evidence that an adequate number of parents, teachers, pupils or any combination of them support the formation of the charter school. The charter committee must include at least one teacher.

Members of the Calhoun Falls Charter School Planning Committee are listed in the chart below.

<u>Name</u>	<u>Address</u>	<u>Title/Role</u>	<u>Educational Background/Qualifications</u>	<u>Experience</u>	<u>Community Involvement</u>
<b>James Michael Alewine</b>	<b>101 Thomas St. Calhoun Falls, SC 29628</b>	<b>Chief of Police</b>	<b>Calhoun Falls High School/GED</b>  <b>Graduate of the South Carolina Criminal Justice Academy</b>  <b>Detective</b>	<b>18 years of Law Enforcement</b>  <b>15 years supervisor</b>	<b>2007 Calhoun Falls High School Baseball Coach</b>  <b>2008 Calhoun Falls High School Girls Softball Coach</b>  <b>Youth League Baseball Coach</b>  <b>Member of the Calhoun Falls Church of God</b>  <b>Member of the Steering Committee</b>
<b>Keith Ashley</b>	<b>853 Savannah St.  Calhoun Falls, SC 29628</b>	<b>Waste Water Treatment Plant Operator</b>  <b>City of Abbeville</b>	<b>Graduate of Calhoun Falls High School</b>	<b>Integral Calhoun Falls Charter School Community Spokesperson</b>	<b>Coach with Calhoun Falls Recreation Department</b>
<b>Evelyn Bounds</b>	<b>PO Box 532  Calhoun Falls SC 29628</b>	<b>Retired Home Maker</b>	<b>Evanston Township High School/</b>  <b>Chicago Loop Junior College</b>  <b>Certified Dental Asst.</b>	<b>Manager of Medical Center</b>  <b>Head Start Screenings</b>  <b>Certified Dental Ass.</b>  <b>Four Handed Dentistry</b>	<b>Head of Neighborhood Watch Program</b>  <b>PTO President</b>  <b>Volunteer for Area Hospital</b>  <b>President of Block Club</b>  <b>Member of the Steering Committee</b>
<b>Joseph Earl Cade</b>	<b>609 E Savannah Street Calhoun Falls SC 29628</b>	<b>Public Utilities/Recreation Director</b>	<b>Calhoun Falls High School</b>	<b>SC Certified Class A Water, Water Distribution, Waste Water Operator</b>	<b>Calhoun Falls High School Basketball Coach</b>  <b>Recreation</b>

					<b>Activities</b>  <b>Member of Glovers AME Church</b>  <b>Member of the Steering Committee</b>
<b>Martha O. Patterson</b>	<b>426 Tugaloo St., Calhoun Falls, SC 29628</b>	<b>Retired teacher</b>	<b>M. Ed. With emphasis on the sciences</b>  <b>B.S. Home Economics, minor, sciences, Space School at Tampa, Fl.</b>  <b>Taught chemistry, physics, biology, general science, physical science for 19 years.</b>  <b>Taught clothing, food science, consumer education, family living</b>  <b>8<sup>th</sup> gr. Intro to home economics for 14 years.</b>	<b>33 years teaching at Calhoun Falls High School</b>  <b>Retired in 1992</b>  <b>National Vocation Association: Professional Development</b>  <b>Bd. 2 yrs.</b>  <b>SC Vocation Home Economics President, Sec/Treas</b>  <b>SC FHA Board Sec/Treas.</b>  <b>Chaperone</b>  <b>Sponsor</b>  <b>Science club</b>  <b>Cheerleader squad</b>  <b>Block C 11<sup>th</sup> &amp; 12<sup>th</sup> grade classes</b>  <b>FHA</b>  <b>Lifetime membership for NEA &amp; SCEA,</b>	<b>Elder &amp; Clerk of Session, Rocky River Presbyterian Church</b>  <b>Foundation Board member of Abbeville Area Medical Center</b>  <b>SC Family &amp; Community Leaders-State level -Treas County level- Pres.&amp; 5 x Sec.</b>  <b>Lifetime member of Eastern Star- all stations,</b>  <b>Worthy Matron 3 X</b>

				<b>Pres.&amp; Sec. of Abbeville Ed. Assoc.,</b>  <b>Abbeville Retired Ed. Assoc.</b>	
<b>Johnnie Waller</b>	<b>390 Savannah Street Calhoun Falls SC 29628</b>	<b>Mayor of Calhoun Falls</b>	<b>Devy Institution of Technology</b>  <b>USC Sumter</b>  <b>Greenwood High School</b>	<b>Chairman of the Abbeville County School Board Finance Committee</b>  <b>Chairman of the Abbeville Hospital Foundation Board</b>  <b>President of Chamber of Commerce</b>  <b>President of the PTO</b>  <b>Local Superintendent of SCE&amp;G</b>	<b>Mayor</b>  <b>Pastor of Springfield Baptist Church</b>  <b>Chairman of the Steering Committee</b>
<b>Peggy Lee Waters</b>	<b>207 Tugaloo St. Calhoun Falls, SC 29628</b>	<b>Clerk/Treasurer, Town of Calhoun Falls</b>	<b>Calhoun Falls High School graduate</b>  <b>Piedmont Tech. College, Associate Degree</b>	<b>Assistant Abbeville County Treas. 14 yrs.</b>  <b>School bus driver for 7 yrs.(to be home with children)</b>  <b>John C. Calhoun Elem. School secretary for 7 yrs.,</b>  <b>Clerk/Treas. May 2005 to present</b>	<b>Member of Northside Baptist Church for over 35 yrs. having served in many capacities</b>  <b>Scout Master 3 yrs.</b>  <b>PTO Vice-Pres. 5 yrs.</b>  <b>CF High School Booster Club, Sec.</b>

2. Evidence of Support

Include evidence of the interest level of support from parents, teachers, students, or any combination. (If the social situation of the proposed school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school.)

The Calhoun Falls community has had local schools for more than one hundred years. The Abbeville County School Board of Trustees recently voted to close Calhoun Falls High School, a six-twelve school, against the wishes of the residents of this distinctive community. Calhoun Falls High School is SACS accredited and was a recent recipient of the Palmetto Gold Award. We believe the community-based small school environment has added greatly to the school's past success. There is significant research that demonstrates that small schools are more beneficial to the socioeconomic sustainability and development of communities. More than 70% of children who reside in the Calhoun Falls area receive government assistance through the free and reduced meal program, yet Calhoun Falls has a reputation of providing a safe and high quality education through a small community based school structure.

Representatives of various interests and backgrounds have indicated their support for our school of choice. The CFCS Planning Committee has received community support forms signed by more than 200 community residents indicating their intent to support the formation of this charter school. Pre-enrollment forms, substantiating the proposed grade span and enrollment are included in **Appendix B**.

Promoting a positive learning environment that accommodates all types of learners, inclusive of students requiring Individual Education Plans (IEP's), gained support for our

school from parents. The uniqueness of offering a charter school where a set of common beliefs flows from grades 6-12, as well as the process of parents and teachers being able to elect their own governing board and have a greater say in the school, has appealed to many in Calhoun Falls, throughout Abbeville County and throughout adjacent counties. Further evidence of support comes from local churches and pastors, as well as from the Calhoun Falls Town Council.

During the last several months, the charter school has been publicized through a series of community meetings, media releases, and informational flyers provided at local points of interest and accessibility in the county. Parents and community members concerned about the education of their children have been quoted in numerous newspaper articles and on televised news. One parent supported the charter school effort in a letter to the editor stating, "This is the only way to save our school and community." She went on to encourage other parents to be more informed by attending community meetings. Other parents have expressed their views that the charter school is a choice for parents in this county that will maintain the small school environment. In the same article, Dr. David A. Church, Executive Director of the South Carolina Association of Public Charter Schools, stated, "Calhoun Falls has an unprecedented opportunity to create a high quality public charter school through remarkable community support.

There have been no less than six community meetings to date, each attended by over 300 residents and parents. At the conclusion of these public information meetings,

attendees were given a form to complete indicating their support for a charter school as a parent or community member.

**3. Conversion Schools**

Not Applicable

**D. Educational Program**

Clearly describe the charter school's education program, goals, objectives, pupil achievement standards, and curriculum, which must meet or exceed any student academic standards adopted by the school district in which the school will be located. Demonstrate that the educational program is designed to enable each student to achieve these standards.

**1. Student Population**

If the school will distinguish students by grade level, identify the targeted student population by grade level and any unique educational needs of the students. If the school will distinguish students by an alternative method, describe this method and identify the targeted student population by the chosen method and any unique educational needs of the students. Complete Student Enrollment Projections table (see Appendix A) or modify this table to fit the school's student identification method.

The Calhoun Falls Charter School's most unique feature will be the small, united learning community of 266 students in grades 6 through 12. Although we do not project any unique educational needs at this time, the Calhoun Falls Charter School is committed to providing a supportive environment and quality instruction for its students and ensuring that they reach their highest academic potential in the classroom. Appropriate measures will be taken to ensure that each student has the resources needed to succeed in his or her education.

Because the charter school will serve students without regard to race, creed, color, gender, national origin, religion, ancestry, disability or need for special education,

it will represent a wide range of ability and socioeconomic levels. The Calhoun Falls Charter School will exist to provide a quality public educational choice in a small learning community for students in the Abbeville County School District 60. Please see the enrollment projections in **APPENDIX A**.

## **2. Goals and Objectives**

The goals we have set ourselves are encapsulated as follows and follow the South Carolina Charter School Program objectives outlined in Section 59-40-20.

**Goal 1:** The Calhoun Falls Charter School will assist South Carolina in reaching academic excellence, as evidenced by ratings on S.C. Education Oversight Committee (E.O.C.) School Report Cards.

### **Objectives:**

- In the Spring of every year, for every year the Charter School is in operation, the Calhoun Falls Charter School will obtain an Absolute Rating of “Average” or higher on E.O.C School Report Cards.
- In the Spring of every year, for every year the Charter School is in operation, the Calhoun Falls Charter School will obtain an Improvement Rating of “Average” or higher on E.O.C School Report Cards.

**Goal 2:** The Calhoun Falls Charter School will assist its students in reaching academic excellence, as evidenced by individual student learning gains.

### **Objectives:**

- At the beginning and end of the school year, for every year the Calhoun Falls Charter School is in operation, students in grades 6-12 will take a standardized (nationally norm-referenced) test such as the SAT 10. After one



full year at the Calhoun Falls Charter School, students will exhibit a learning gain of more than one year's growth.

- After one full year at the Calhoun Falls Charter School, the median student score for students at the Calhoun Falls Charter School will meet and/or exceed the national percentiles.
- At least 50 percent of students scoring in the lowest quartile from annual administrations of a standardized (nationally norm-referenced) test will demonstrate at least one year's growth by the end of the academic year.

Strategies for accomplishing Goals 1 and 2:

- Integrate flexible, small group instruction throughout the school day based on the students' needs and learning styles
- Identify and hire highly qualified instructional staff
- Utilization of data driven analysis and instructional planning
- Implement child study teams to develop academic plans for student at-risk of meeting achievement standards
- Utilize computer-based learning tools for remediation, practice and enrichment
- Meet regularly to discuss, analyze and interpret student performance data
- Implement a variety of student recognition programs for improvement and achievement
- Implement an intensive, research-based literacy model such as Soar to Success for students at-risk of learning to read proficiently

- Organize professional study groups, peer mentoring, instructional coaching and collaborative planning to enrich/enhance instructional effectiveness
- Conduct parent-teacher-student conference each nine weeks to establish learning goals

**Goal 3:** The Calhoun Falls Charter School will increase learning opportunities for students, as evidenced by the results of the annual Quality of School Life Scale (QSL) **(APPENDIX Q)**.

Objectives:

- Encourage students to take responsibility for their own actions in the classroom, at school, and in the community at large, as evidenced by the results of a minimum 3.0 rating on a 1 to 4 scale on the annual Student QSL (in house).
- The Charter School will participate in at least four community service projects to help others in need each year.
- Promote behaviors and attitudes critical for success in school and life, as evidenced by the results of a minimum 3.0 rating on a 1 to 4 scale on the annual Parent QSL (in house).
- Leadership opportunities will be provided for students to participate in activities that are challenging and new.

Strategies for accomplishing Goal 3:

- Teach conflict resolution/management strategies
- Integrate service learning projects throughout the curriculum
- Teach students to reflect upon and evaluate the quality of their own work, actions and behavior

- Implement team-building activities
- Analyze results from annual SCAPCS Quality Assurance Program report for continual school improvement in the area of character education
- Foster the development of social and citizenship skills
- Track the number of students referrals to the office for behavior and analyze needs for social group discussions/programs
- Initiate recognition programs for positive feedback to students, staff and parents
- Create and sustain a learning environment for students which cultivate innovative thinking.
- Provide opportunities for students from diverse ethnic, economic and cultural populations to collaborate in a project-oriented setting that stresses mutual respect, teamwork, accountability, and ethical behavior.
- Seek grant funding to better leverage financial resources for specialized programming and events.

**Goal 4:** The Calhoun Falls Charter School will encourage the use of a variety of productive teaching methods, as evidenced by the Charter School's participation in SCAPCS Quality Assurance Program.

Objectives:

- Every year the Calhoun Falls Charter School will participate in the SCAPCS Quality Assurance Program. The Review provides a means of analyzing quality standards in the areas of: Academic Achievement, Ethical Leadership, Continuous Focus on Increasing Quality, Responsible Governance, and Fiscal Accountability.

- The Calhoun Falls Charter School will have a School-wide Smart Goal that focuses on communication strategies that maximize the sharing of ideas, concerns and suggestions for school improvement.

**Goal 5:** The Calhoun Falls Charter School will create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site, as evidenced by the Charter School's ratings for Continuous Focus on Increasing Quality, which will be included in the School's Annual Report.

Objectives

- Staff will have responsibility for decision-making at the school with associated accountability.
- The principal will delegate decision-making to ad hoc staff task forces.
- Leadership opportunities will be provided for staff to participate in activities that are challenging and new.

Strategies for accomplishing Goals 4 and 5:

- Incorporate and foster leadership at the board, administrative, teaching, parent and student levels.
- Promote site-based management through shared decision-making, and task forces.
- Participate in SCAPCS Quality Assurance Program as a means of analyzing commendations and recommendations for continual school improvement.
- Initiate multiple communication strategies that maximize the sharing of ideas, concerns and suggestions for school improvement.

- Encourage individuals to participate and/or become involved in aspects of the school that are new for them (this is an example of fun, a core value).

**Goal 6:** The Calhoun Falls Charter School will establish new forms of accountability for schools, as evidenced by the results from Student, Parent, and Staff surveys (see **APPENDIX Q**) and the SCAPCS Quality Assurance Program Annual Audit.

Objectives

- In addition to meeting all accountability standards of the No Child Left Behind Act (NCLB), the Education Accountability Act (EAA), and the South Carolina Education Improvement Act, the Calhoun Falls Charter School will also meet all accountability standards of the SCAPCS Five Areas of Quality Standards.
- Each year of operation, the Calhoun Falls Charter School will administer student, parent, and staff surveys of the Quality of School Life Scale. Survey results will guide school improvement.
- Parents will rate the school at a minimum of 3.0 on a 1 to 4 scale on the annual Parent Satisfaction Survey (in house).
- At least eighty-five percent of eligible students will re-enroll the following year.
- At the end of five years, there will be a waiting list to attend the school.
- The results of the annual independent audit will demonstrate a positive fund balance.
- The results of the annual independent audit will demonstrate sound accounting practices.

Strategies for accomplishing Goal 6:

- Provide opportunities for parents to be involved in the school and classroom.

- Develop communication strategies to ensure open lines of communication between the home and school.
- Develop a partnership attitude with parents in the educating of their children.
- Set high expectations for students, parents and staff, and strive to support each other meeting them.
- Utilize parent input on the School Advisory Council, PTA/PTO, and other parent task forces focused on improving the educational environment for all.
- A finance procedures manual will be utilized in the school's daily business office work.
- Finance and compliance requirements will be monitored several times throughout the year by a professional internal audit consultant to ensure readiness for the annual audit.
- Financial reports will be compiled and submitted in the format and timeframe required by the Board, District and State.
- The preliminary and final draft budgets will be prepared by the Charter School and approved by the Planning Committee/Board.
- School expenses will be reviewed to ensure they're within revenues.
- School revenues will be monitored.
- Expenses will be modified if revenues don't materialize, and budgets modified as needed.
- Grants will be submitted and managed in accordance with federal, state or local requirements.

### 3. Academic Standards

#### **a) Identify the goals students will achieve in each subject area at each grade level.**

The Calhoun Falls Charter School students will achieve in each subject area at each grade level those standards that have been identified by the State Board of Education. Student achievement will be expected to meet or exceed goals outlined in the SC state curriculum standards, as the academic standards adopted by the State Board of Education will serve as the foundation for curriculum design decisions. Calhoun Falls Charter School believes that educational reform calls on educators to redesign their instructional programs so that every student achieves high academic standards. Teacher instructional methods, the structure of the learning environment, complex and relevant ideas, and hands-on materials can stimulate curiosity, creativity, and higher-order thinking in children. At CFCS, learning will be a process of discovery and constructing meaning from knowledge, information, and experience.

Instructional practices will vary, ensuring that teachers meet the needs of students with diverse learning styles. Integrated units will engage students in creative activities and encourage them to make mental connections between disciplines. The four academic subjects of reading and language arts, mathematics, social studies, and science are divided into strands that organize them into essential information and skills needed by all students.

## **CORE SUBJECTS**

In accordance with the South Carolina Education Accountability Act of 1998, the South Carolina Academic Standards provide the basis for the development of local curricula and statewide assessments. The South Carolina Academic Standards describe, for each grade level or high school course, the specific areas of student learning that are considered the most important for proficiency in the discipline at the particular level.

Calhoun Falls Charter School students in grades 6-12 will achieve all South Carolina Academic Standards for each core subject and grade level as outlined on the South Carolina State Board of Education website. The core subject areas are English Language Arts, Mathematics, Science, and Social Studies. Students will complete required state examinations such as PACT, EOC and HSAP.

## **MIDDLE SCHOOL ENGLISH LANGUAGE ARTS**

GRADES	STANDARDS
<b>English Language Arts for Grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup></b>	<p><b><u>Standard 1:</u></b> The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p><b><u>Standard 2:</u></b> The student will read and comprehend a variety of informational texts in print and nonprint formats.</p> <p><b><u>Standard 3:</u></b> The student will use word analysis and vocabulary strategies to read fluently.</p> <p><b><u>Standard 4:</u></b> The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p><b><u>Standard 5:</u></b> The student will write for a variety of purposes and audiences.</p> <p><b><u>Standard 6:</u></b></p>



## 6<sup>th</sup> GRADE MATHEMATICS

The student will access and use information from a variety of sources.

### Standard 6-1:

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

### Standard 6-2:

The student will demonstrate through the mathematical processes an understanding of the concepts of whole-number percentages, integers, and ratio and rate; the addition and subtraction of fractions, accurate, efficient, and generalizable methods of multiplying and dividing fractions and decimals; and the use of exponential notation to represent whole numbers.

### Standard 6-3:

The student will demonstrate through the mathematical processes an understanding of writing, interpreting, and using mathematical expressions, equations, and inequalities.

### Standard 6-4:

The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry.

### Standard 6-5:

The student will demonstrate through the mathematical processes an understanding of surface area; the perimeter and area of irregular shapes; the relationship among the circumference, diameter, and radius of a circle; the use of proportions to determine unit rates; and use of scale to determine distance.

### Standard 6-6:

The student will demonstrate through the mathematical processes an understanding of the relationships within one population or sample.

### Standard 7-1:

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

### Standard 7-2:

The student will demonstrate through the mathematical processes an understanding of the representation of rational numbers, percentages, and square roots of perfect squares; the application of ratios, rates, and proportions to solve problems; accurate, efficient, and generalizable methods for operations with integers; the multiplication and division of fractions and decimals; and the inverse relationship between squaring and finding the square roots of perfect squares.

### Standard 7-3:

The student will demonstrate through the mathematical processes an understanding of proportional relationships.

### Standard 7-4:

## 7<sup>th</sup> GRADE MATHEMATICS

## 8th GRADE MATHEMATICS

The student will demonstrate through the mathematical processes an understanding of proportional reasoning, tessellations, the use of geometric properties to make deductive arguments, the results of the intersection of geometric shapes in a plane, and the relationships among angles formed when a transversal intersects two parallel lines.

### Standard 7-5:

The student will demonstrate through the mathematical processes an understanding of how to use ratio and proportion to solve problems involving scale factors and rates and how to use one-step unit analysis to convert between and within the U.S. Customary System and the metric system.

### Standard 7-6:

The student will demonstrate through the mathematical processes and understanding of the relationships between two populations or samples.

### Standard 8-1:

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representations.

### Standard 8-2:

The student will demonstrate through the mathematical processes an understanding of operations with integers, the effects of multiplying and dividing with rational numbers, the comparative magnitude of rational and irrational numbers, the approximation of cube and square roots, and the application of proportional reasoning.

### Standard 8-3:

The student will demonstrate through the mathematical processes an understanding of equations, inequalities, and linear functions.

### Standard 8-4:

The student will demonstrate through the mathematical processes an understanding of the Pythagorean theorem; the use of ordered pairs, equations, intercepts, and intersection to locate points and lines in a coordinate plane; and the effect of a dilation in a coordinate plane.

### Standard 8-5:

The student will demonstrate through the mathematical processes an understanding of the proportionality of similar figures; the necessary levels of accuracy and precision in measurement; the use of formulas to determine circumference, perimeter, area, and volume; and the use of conversions within and between the U.S. Customary System and metric system.

### Standard 8-6:

The student will demonstrate through the mathematical processes an understanding of the relationships between two variables within one population or sample.

### Standard 6-1:

The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking,

## 6<sup>th</sup> GRADE SCIENCE

### controlled investigative design and analysis, and problem solving.

#### Standard 6-2:

The student will demonstrate an understanding of structures, processes, and responses of plants that allow them to survive and reproduce. (Life Science)

#### Standard 6-3:

The student will demonstrate an understanding of structures, processes, and responses of animals that allow them to survive and reproduce. (Life Science)

#### Standard 6-4:

The student will demonstrate an understanding of the relationship between Earth's atmospheric properties and processes and its weather and climate. (Earth Science)

#### Standard 6-5:

The student will demonstrate an understanding of the law of conservation of energy and the properties of energy and work. (Physical Science)

#### Standard 7-1:

The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.

#### Standard 7-2:

The student will demonstrate an understanding of the structure and function of cells, cellular reproduction, and heredity. (Life Science)

#### Standard 7-3:

The student will demonstrate an understanding of the functions and interconnections of the major human body systems, including the breakdown in structure or function that disease causes. (Life Science)

#### Standard 7-4:

The student will demonstrate an understanding of how organisms interact with and respond to the biotic and abiotic components of their environment. (Earth Science, Life Science)

#### Standard 7-5:

The student will demonstrate an understanding of the classifications and properties of matter and the changes that matter undergoes. (Physical Science)

## 7<sup>th</sup> GRADE SCIENCE

#### Standard 8-1:

The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.

#### Standard 8-2:

The student will demonstrate an understanding of Earth's biological diversity over time. (Life Science, Earth Science)

#### Standard 8-3:

The student will demonstrate an understanding of materials that

## 8<sup>th</sup> GRADE SCIENCE

## 6<sup>th</sup> GRADE SOCIAL STUDIES

determine the structure of Earth and the processes that have altered this structure. (Earth Science)

### Standard 8-4:

The student will demonstrate an understanding of the characteristics, structure, and predictable motions of celestial bodies. (Earth Science)

### Standard 8-5:

The student will demonstrate an understanding of the effects of forces on the motion of an object. (Physical Science)

### Standard 8-6:

The student will demonstrate an understanding of the properties and behaviors of waves. (Physical Science)

### Standard 6-1:

The student will demonstrate an understanding of the transition of humans from nomadic to settled life in the cradles of civilization.

### Standard 6-2:

The student will demonstrate an understanding of life in ancient classical civilizations and their contributions to the modern world.

### Standard 6-3:

The student will demonstrate an understanding of the Middle Ages and the emergence of the nation-states.

### Standard 6-4:

The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

### Standard 6-5:

The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation of Europe and the rest of the world.

### Standard 6-6:

The student will demonstrate an understanding of the age European exploration and settlement in the New World.

### Standard 7-1:

The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.

### Standard 7-2:

The student will demonstrate an understanding of the concept of absolute monarchies and constitutional government in the seventeenth and eighteenth centuries.

### Standard 7-3:

The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.

## 7<sup>th</sup> GRADE SOCIAL STUDIES

**8<sup>th</sup> GRADE SOCIAL  
STUDIES**

**Standard 7-4:**

The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.

**Standard 7-5:**

The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.

**Standard 7-6:**

The student will demonstrate an understanding of international developments in the post—World War II world, including the impact of the Cold War on the world.

**Standard 7-7:**

The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.

**Standard 8-1:**

The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

**Standard 8-2:**

The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina's part in the development of that nation.

**Standard 8-3:**

The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

**Standard 8-4:**

The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

**Standard 8-5:**

The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

**Standard 8-6:**

The student will demonstrate an understanding of South Carolina's development during the early twentieth century.

**Standard 8-7:**

The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

**HIGH SCHOOL ENGLISH**

COURSE NAME	STANDARDS
<b>ENGLISH</b>  <b>1, 2, 3, &amp; 4</b>	<p><u>Standard 1:</u> The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p><u>Standard 2:</u> The student will read and comprehend a variety of informational texts in print and nonprint formats.</p> <p><u>Standard 3:</u> The student will use word analysis and vocabulary strategies to read fluently.</p> <p><u>Standard 4:</u> The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.</p> <p><u>Standard 5:</u> The student will write for a variety of purposes and audiences.</p> <p><u>Standard 6:</u> The student will access and use information from a variety of sources.</p>

## HIGH SCHOOL MATHEMATICS

COURSE NAME	STANDARDS
<b>ELEMENTARY ALGEBRA</b>	<p><u>Standard EA-1:</u> The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p><u>Standard EA-2:</u> The student will demonstrate through the mathematical processes an understanding of the real number system and operations involving exponents, matrices, and algebraic expressions.</p> <p><u>Standard EA-3:</u> The student will demonstrate through the mathematical processes an understanding of relationships and functions.</p> <p><u>Standard EA-4:</u> The student will demonstrate through the mathematical processes an understanding of the procedures for writing and solving linear equations and inequalities.</p> <p><u>Standard EA-5:</u></p>

## INTERMEDIATE ALGEBRA

The student will demonstrate through the mathematical processes an understanding of the graphs and characteristics of linear equations and inequalities.

### Standard EA-6:

The student will demonstrate through the mathematical processes an understanding of quadratic relationships and functions.

### Standard IA-1:

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

### Standard IA-2:

The student will demonstrate through the mathematical processes an understanding of functions, systems of equations, and systems of linear inequalities.

### Standard IA-3:

The student will demonstrate through the mathematical processes an understanding of quadratic equations and the complex number system.

### Standard IA-4:

The student will demonstrate through the mathematical processes an understanding of algebraic expressions and nonlinear functions.

### Standard IA-5:

The student will demonstrate through mathematical processes an understanding of conic sections.

### Standard IA-6:

The student will demonstrate through the mathematical processes an understanding of sequences and series.

### Standard G-1:

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

### Standard G-2:

The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them.

## GEOMETRY

### Standard G-3:

The student will demonstrate through the mathematical processes an understanding of the properties and special segments of triangles and the relationships between and among triangles.

### Standard G-4:

The student will demonstrate through the mathematical processes an understanding of the properties of quadrilaterals and other polygons and the relationships between and among them.

### Standard G-5:

The student will demonstrate through the mathematical processes an

	<p>understanding of the properties of circles, the lines that intersect them, and the use of their special segments.</p> <p><u>Standard G-6:</u> The student will demonstrate through the mathematical processes an understanding of transformations, coordinate geometry, and vectors.</p> <p><u>Standard G-7:</u> The student will demonstrate through the mathematical processes an understanding of the surface area and volume of three-dimensional objects.</p>
<p><b>PRE-CALCULUS</b></p>	<p><u>Standard PC-1:</u> The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p><u>Standard PC-2:</u> The student will demonstrate through the mathematical processes an understanding of the characteristics and behaviors of functions and the effect of operations on functions.</p> <p><u>Standard PC-3:</u> The student will demonstrate through the mathematical processes an understanding of the behaviors of polynomial and rational functions.</p> <p><u>Standard PC-4:</u> The student will demonstrate through the mathematical processes an understanding of the behaviors of exponential and logarithmic functions.</p> <p><u>Standard PC-5:</u> The student will demonstrate through the mathematical processes an understanding of the behaviors of trigonometric functions.</p> <p><u>Standard PC-6:</u> The student will demonstrate through the mathematical processes an understanding of the behavior of conic sections both geometrically and algebraically.</p>
<p><b>DATA ANALYSIS AND PROBABILITY</b></p>	<p><u>Standard DA-1:</u> The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p><u>Standard DA-2:</u> The student will demonstrate through the mathematical processes an understanding of the design of a statistical study.</p> <p><u>Standard DA-3:</u> The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data.</p> <p><u>Standard DA-4:</u> The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data.</p>



**Standard DA-5:**

The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability.

**HIGH SCHOOL SCIENCE**

COURSE NAME	STANDARDS
PHYSICAL SCIENCE	<b><u>Standard PS-1:</u></b> The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.
	<b><u>Standard PS-2:</u></b> The student will demonstrate an understanding of the structure and properties of atoms.
	<b><u>Standard PS-3:</u></b> The student will demonstrate an understanding of various properties and classifications of matter
	<b><u>Standard PS-4:</u></b> The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds.
	<b><u>Standard PS-5:</u></b> The student will demonstrate an understanding of the nature of forces and motion.
	<b><u>Standard PS-6:</u></b> The student will demonstrate an understanding of the nature, conservation, and transformation of energy.
	<b><u>Standard PS-7:</u></b> The student will demonstrate an understanding of the nature and properties of mechanical and electromagnetic waves.
BIOLOGY	<b><u>Standard B-1:</u></b> <b><u>The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.</u></b>
	<b><u>Standard B-2:</u></b> <b><u>The student will demonstrate an understanding of the structure and function of cells and their organelles.</u></b>
	<b><u>Standard B-3:</u></b> <b><u>The student will demonstrate an understanding of the flow of energy within and between living systems.</u></b>
	<b><u>Standard B-4:</u></b>

## CHEMISTRY

The student will demonstrate an understanding of the molecular basis of heredity.

**Standard B-5:**

The student will demonstrate an understanding of biological evolution and the diversity of life.

**Standard B-6:**

The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments.

**Standard C-1:**

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

**Standard C-2:**

Students will demonstrate an understanding of atomic structure and nuclear processes

**Standard C-3:**

The student will demonstrate an understanding of the structures and classifications of chemical compounds.

**Standard C-4:**

The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions.

**Standard C-5:**

The student will demonstrate an understanding of the structure and behavior of the different phases of matter.

**Standard C-6:**

The student will demonstrate an understanding of the nature and properties of various types of chemical solutions.

## PHYSICS

**Standard P-1:**

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

**Standard P-2:**

The student will demonstrate an understanding of the principles of force and motion and relationships between them.

**Standard P-3:**

The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy.

**Standard P-4:**

The student will demonstrate an understanding of the properties of electricity and magnetism and the relationships between them.

**Standard P-5:**

The student will demonstrate an understanding of the properties and behaviors of

**EARTH  
SCIENCE**

mechanical and electromagnetic waves.

**Standard P-6:**

The student will demonstrate an understanding of the properties and behaviors of sound.

**Standard P-7:**

The student will demonstrate an understanding of the properties and behaviors of light and optics.

**Standard P-8:**

The student will demonstrate an understanding of nuclear physics and modern physics.

**Standard P-9:**

The student will demonstrate an understanding of the principles of fluid mechanics.

**Standard P-10:**

The student will demonstrate an understanding of the principles of thermodynamics

**Standard ES-1:**

**The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.**

**Standard ES-2:**

Students will demonstrate an understanding of the structure and properties of the universe.

**Standard ES-3:**

Students will demonstrate an understanding of the internal and external dynamics of solid Earth.

**Standard ES-4:**

The student will demonstrate an understanding of the dynamics of Earth's atmosphere.

**Standard ES-5:**

The student will demonstrate an understanding of Earth's freshwater and ocean systems.

**Standard ES-6:**

Students will demonstrate an understanding of the dynamic relationship between Earth's conditions over geologic time and the diversity of its organisms.

**HIGH SCHOOL SOCIAL STUDIES**

COURSE NAME	STANDARDS
GLOBAL STUDIES	<b><u>Standard GS-1:</u></b>

**UNITED STATES  
HISTORY AND  
CONSTITUTION**

The student will demonstrate an understanding of life in the classical civilizations and the contributions that these civilizations have made to the modern world.

**Standard GS-2:**

The student will demonstrate an understanding of the social, political, geographic, and economic changes that took place in Africa, Asia, Europe, and the Americas from the time of the Byzantine Empire through the Middle Ages.

**Standard GS-3:**

The student will demonstrate an understanding of the influence of the Western world in the spread of new ideas that took place from the Renaissance through the eighteenth century.

**Standard GS-4:**

The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century.

**Standard GS-5:**

The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that took place throughout the world during the early twentieth century.

**Standard GS-6:**

The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that have taken place throughout the world from the period of the Cold War to the present day.

**USHC-1:**

The student will demonstrate an understanding of the settlement of North America.

**USHC-2:**

The student will demonstrate an understanding of the establishment of the United States as a new nation.

**USHC-3:**

The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.

**USHC-4:**

The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

**USHC-5:**

The student will demonstrate an understanding of major social, political, and economic developments that took place in the United State during the second half of the nineteenth century.

**USHC-6:**

The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as

## ECONOMICS

a world power in the twentieth century.

### USHC-7:

The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

### USHC-8:

The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

### USHC-9:

The student will demonstrate an understanding of the social, economic, and political events that impacted the United State during the Cold War era.

### USHC-10:

The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992.

### ECON-1:

The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations.

### ECON-2:

The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation.

### ECON-3:

The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy.

### ECON-4:

The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income.

### ECON-5:

The student will demonstrate an understanding of the various economic institutions of a market economy.

### ECON-6:

The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States.

### ECON-7:

The student will demonstrate an understanding of the national economy and economic policies in the United States.

### ECON-8:

The student will demonstrate an understanding of the principles of

## UNITED STATES GOVERNMENT

trade and economic development.

### USG-1:

The student will demonstrate an understanding of the United States government—its origins and its functions.

### USG-2:

The student will demonstrate an understanding of the foundations of the American Republic—its basic democratic principles and its political systems.

## SPANISH

It is our goal to provide an introductory and exploratory experience with the Spanish language to our Middle School students and continue to develop those language skills through high school. Relevant materials and resources, technology, and dynamic teaching methods will all enhance the language program.

Students will participate in multicultural experiences through the study of language that exposes them to the traditions and the heritage of cultures other than their own. They will learn about people, places, and times through high-interest activities. As students progress from introductory experiences to beginning, developing, and expanding benchmarks, their lessons will become more sophisticated and allow for more diverse experiences. Communicating with native speakers in language circles where they practice conversing in real life simulations, students will be able to form connections between what they think, what they learn, and what they say.

There are five targets that guide the South Carolina State Standards for Modern Languages: Communication, Cultures, Connections, Comparisons and Communities. For the Communication target, it is broken into 3 modes of communication: interpersonal, interpretive, and presentational.

## COMMUNICATION

Interpersonal Mode

Standard 1.1 – Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<u>The student will</u>	<u>The student will</u>	<u>The student will</u>
<u>B-1.1-1 Indicate in the target language that he or she does not understand or cannot communicate a message adequately.</u>	<u>D-1.1-1 Use circumlocution and alternative phrasing in the target language when he or she cannot communicate a message adequately.</u>	<u>E-1.1-1 Employ circumlocution to communicate messages in the target language when he or she cannot communicate a message adequately.</u>
<u>B-1.1-2 Express basic courtesies in the target language and use appropriate behaviors.</u>	<u>D-1.1-2 Identify and respond appropriately in the target language to nonverbal cues.</u>	<u>E-1.1-2 Use the target language and the appropriate behaviors to initiate and sustain conversation.</u>
<u>B-1.1-3 Use the target language to give simple directions; understand simple directions given in the target language.</u>	<u>D-1.1-3 Use the target language to give directions and ask questions for clarification; understand directions given in the target language.</u>	<u>E-1.1-3 Use the target language to give directions for managing an unexpected situation; understand directions given in the target language for managing such a situation.</u>
<u>B-1.1-4 Use the target language to exchange personal information (e.g., names, home addresses, telephone numbers, e-mail addresses) with others.</u>	<u>D-1.1-4 Use the target language to exchange information on topics of personal interest with others.</u>	<u>E-1.1-4 Use the target language to exchange opinions and beliefs with others.</u>
<u>B-1.1-5 Use the target language to express personal needs in familiar situations.</u>	<u>D-1.1-5 Use the target language to express personal needs in detail in predictable situations.</u>	<u>E-1.1-5 Use the target language to respond appropriately to unexpected circumstances and situations.</u>
<u>B-1.1-6 Use the target language to express personal likes, dislikes, disagreement regarding familiar topics.</u>	<u>D-1.1-6 Use the target language to express personal preferences and opinions with supporting details.</u>	<u>E-1.1-6 Use the target language to express personal feelings and ideas for the purpose of persuading others.</u>
<u>B-1.1-7 Use the target language to ask and answer simple questions.</u>	<u>D-1.1-7 Use the target language to ask and answer complex questions and to provide and request clarification when needed.</u>	<u>E-1.1-7 Use the target language to ask and answer open-ended questions and to sustain conversation.</u>

Interpretive Mode

Standard 1.2 – Students understand and interpret written and spoken language on a variety of topics.

<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<u>The student will</u>	<u>The student will</u>	<u>The student will</u>
<u>B-1.2-1 Respond</u>	<u>D-1.2-1 Use circumlocution</u>	<u>E-1.2-1 Employ</u>

appropriately to simple directions and commands given in the target language

B-1.2-2 Identify aural, visual, and context clues in authentic target-language materials, in both oral and written forms.

B-1.2-3 Identify the main idea in Use the target language to give simple directions; understand simple directions given in the target language.

B-1.2-4 Understand information on familiar topics that is conveyed in the target language in sentence-level oral and written presentations.

and alternative phrasing in the target language when he or she cannot communicate a message adequately.

D-1.2-2 Use aural, visual, and context clues to derive meaning from authentic target-language materials, in both oral and written forms.

D-1.2-3 Identify the main idea and discern supporting details in authentic target –language materials, in both oral and written forms.

D-1.2-4 Understand information on a variety of topics that is conveyed in the target language in paragraph-length oral and written presentations.

circumlocution to communicate messages in the target language when he or she cannot communicate a message adequately.

E-1.2-2 Apply diverse strategies to derive meaning and discern details from authentic target-language materials, in both oral and written forms.

E-1.2-3 Interpret and analyze authentic target-language materials, in both oral and written forms.

E-1.2-4 Understand information on a wide variety of topics that is conveyed in the target language in paragraph-length and longer oral and written presentations.

## Presentational Mode

Standard 1.3 – Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

<b><u>Beginning</u></b>	<b><u>Developing</u></b>	<b><u>Expanding</u></b>
<u>The student will</u>	<u>The student will</u>	<u>The student will</u>
<u>B-1.3-1 Use the target language to give simple directions and commands.</u>	<u>D-1.3-1 Use the target language to give directions and commands for simple processes.</u>	<u>E-1.3-1 Use the target language to explain a complex process incorporating detailed instructions.</u>
<u>B-1.3-2 Use visuals as support in communicating a message in the target language.</u>	<u>D-1.3-2 Use repetition, rephrasing, and gestures to assist in communicating a message in the target language.</u>	<u>E-1.3-2 Use multiple strategies to enhance the communication of a message in the target language.</u>
<u>B-1.3-3 Use the target language to express personal likes or dislikes regarding familiar topics.</u>	<u>D-1.3-3 Use the target language to express personal opinions on selected topics.</u>	<u>E-1.3-3 Use the target language to research and defend a position on a particular issue.</u>
<u>B-1.3-4 Use the target language to dramatize simple authentic materials (e.g., rhymes, songs, folktales).</u>	<u>D-1.3-4 Use the target language to summarize exchange information on topics of personal interest with others.</u>	<u>E-1.3-4 Use the target language to summarize and analyze authentic materials e.g., songs, folktales, works of literature).</u>
<u>B-1.3-5 Use the target language to list and compare information from simple sources.</u>	<u>D-1.3-5 Use the target language to organize and summarize information from a variety of sources.</u>	<u>E-1.3-5 Use the target language to research and synthesize information from a variety of sources.</u>



**B-1.3-6** Communicate information in the target language in sentence-level oral and written presentations on familiar topics.

**D-1.3-6** Communicate information in the target language in paragraph-length oral and written presentations on a variety of topics.

**E-1.3-6** Communicate information in the target language in a multi-paragraph-length oral and written presentations on a wide variety of topics.

## CULTURES

Standard 2.1 – Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

Beginning	Developing	Expanding
<u>The student will</u> <b>B-2.1-1</b> <u>Imitate language and behaviors that are appropriate to interactions in the target culture.</u>	<u>The student will</u> <b>D-2.1-1</b> <u>Use language and behaviors that are appropriate to interactions in the target culture.</u>	<u>The student will</u> <b>E-2.1-1</b> <u>Integrate appropriate words, phrases, behaviors, and idioms into personal interactions in the target culture.</u>
<b>B-2.1-2</b> <u>Use the target language to identify behaviors and traits that are characteristic of everyday life in the target culture.</u>	<b>D-2.1-2</b> <u>Use the target language to describe behaviors and traits that are characteristic of everyday life in the target culture.</u>	<b>E-2.1-2</b> <u>Use the target language to analyze behaviors and traits that are characteristic of everyday life in the target culture.</u>
<b>B-2.1-3</b> <u>Use the target language to identify the cultural practices that are particular to the target culture.</u>	<b>D-2.1-3</b> <u>Use the target language to compare the cultural practices that are particular to the target culture.</u>	<b>E-2.1-3</b> <u>Use the target language to analyze the cultural practices that are particular to the target culture.</u>
<b>B-2.1-4</b> <u>Use the target language to identify social issues currently affecting the target culture.</u>	<b>D-2.1-4</b> <u>Use the target language to describe the various perspectives on social issues currently affecting the target culture.</u>	<b>E-2.1-4</b> <u>Use the target language to analyze the various perspectives on social issues currently affecting the target culture.</u>

Standard 2.2 – Students demonstrate an understanding of the relationship between the products and the perspectives of the cultures studied.

Beginning	Developing	Expanding
<u>The student will</u> <b>B-2.2-1</b> <u>Use the target language to identify tangible products and symbols of the target culture (e.g., toys, dress, types of dwellings, foods, flags, monuments, landmarks).</u>	<u>The student will</u> <b>D-2.2-1</b> <u>Use the target language to describe the use of tangible products and symbols of the target culture within that culture.</u>	<u>The student will</u> <b>E-2.2-1</b> <u>Use the target language to analyze the products and symbols of the target culture to determine their significance both within and beyond that culture.</u>
<b>B-2.2-2</b> <u>Use the target language to identify and participate in artistic expressions of the target culture (e.g., songs, literature,</u>	<b>D-2.2-2</b> <u>Use the target language to describe relationships between the products and perspectives of the target culture.</u>	<b>E-2.2-2</b> <u>Use the target language to analyze relationships between the products and perspectives of the target culture.</u>

dance, artworks).

B-2.2-3 Use the target language to identify the contributions that the target culture has made to the world.

B-2.2-4 Use the target language to identify social, economic, and political perspectives within the target culture.

D-2.2-3 Use the target language to describe the contributions that the target culture has made to the world.

D-2.2-4 Use the target language to describe social, economic, and political perspectives within the target culture.

E-2.2-3 Use the target language to explain the effects of the target culture's contributions to the world.

E-2.2-4 Use the target language explain the impact on current issues and world events that social, economic, and political perspectives within the target culture have had.

## CONNECTIONS

Standard 3.1 – Students reinforce and further their knowledge of other disciplines through the foreign language.

Beginning	Developing	Expanding
<u>The student will</u>	<u>The student will</u>	<u>The student will</u>
<u>B-3.1-1 Locate resources and identify information in the target language that will further his or her knowledge in other subject areas.</u>	<u>D-3.1-1 Locate resources and summarize information in the target language that will further his or her knowledge in other subject areas.</u>	<u>E-3.1-1 Locate resources and synthesize information in the target language that will further his or her knowledge in other subject areas.</u>

Standard 3.2 – Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Beginning	Developing	Expanding
<u>The student will</u>	<u>The student will</u>	<u>The student will</u>
<u>B-3.1-1 Use the target language to identify viewpoints within the target culture that are expressed in sources intended for native speakers.</u>	<u>D-3.1-1 Use the target language to describe viewpoints within the target culture that are expressed in sources intended for native speakers.</u>	<u>E-3.1-1 Use the target language to summarize viewpoints within the target culture that are expressed in sources intended for native speakers.</u>

## COMPARISONS

Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Beginning	Developing	Expanding
<u>The student will</u>	<u>The student will</u>	<u>The student will</u>
<u>B-4.1-1 Compare cognates and word borrowing between the target language and English.</u>	<u>D-4.1-1 Describe how the target language and English have influenced each other.</u>	<u>E-4.1-1 Explain the role of society in the changing nature of the target language.</u>
<u>B-4.1-2 Identify differences and similarities in register</u>	<u>D-4.1-2 Use the appropriate register when speaking and</u>	<u>E-4.1-2 Integrate the appropriate register when</u>

between the target language and English.

B-4.1-3 Recognize high-frequency target-language idioms within limited contexts.

writing in the target language.

D-4.1-3 Use high-frequency target-language idioms within familiar contexts.

speaking and writing in the target language.

E-4.1-3 Use target-language idioms within a variety of contexts.

Standard 4.2 – Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Beginning	Developing	Expanding
<u>The student will</u>	<u>The student will</u>	<u>The student will</u>
<u>B-4.2-1 Use the target language to identify the products of the target culture and those of his or her native culture.</u>	<u>D-4.2-1 Use the target language to compare the products of the target culture with those of his or her native culture.</u>	<u>E-4.2-1 Use the target language to analyze the products from the target culture.</u>
<u>B-4.2-2 Use the target language to identify behavioral patterns and perspectives in the target culture that are similar to and different from those in his or her native culture.</u>	<u>D-4.2-2 Use the target language to compare behavioral patterns and perspectives in the target culture with those in his or her native culture.</u>	<u>E-4.2-2 Use the target language to interact effectively in a variety of social contexts within the target culture as well as within his or her native culture.</u>
<u>B-4.2-3 Use the target language to identify practices within the target culture that are similar to and for different from those in his or her native culture.</u>	<u>D-4.2-3 Use the target language to compare practices that are particular to the target culture with those of his or her native culture.</u>	<u>E-4.2-3 Use the target language to analyze practices that are particular to the target culture with those of his or her native culture.</u>

Standard 5.1 – Students use the language both within and beyond the school setting.

Beginning	Developing	Expanding
<u>The student will</u>	<u>The student will</u>	<u>The student will</u>
<u>B-5.1-1 Use the target language to respond to target-language speakers encountered outside of the classroom.</u>	<u>D-5.1-1 Use the target language to converse with target-language speakers encountered outside of the classroom setting.</u>	<u>E-5.1-1 Use knowledge of the target language and culture to interact appropriately with target-language speakers encountered outside of the classroom setting.</u>
<u>B-5.1-2 Share examples of the target language and culture with people encountered outside of the classroom setting.</u>	<u>D-5.1-2 Use the target language to initiate social connections with target-language speakers encountered outside of the classroom setting.</u>	<u>E-5.1-2 Use the target language to establish and maintain social connections with target-language speakers encountered outside of the classroom setting.</u>
<u>B-5.1-3 Identify examples of the target culture (e.g., restaurants, festivals, dramatic productions) in the local or regional community.</u>	<u>D-5.1-3 Use target-culture resources in the local or regional community to create opportunities for social interaction.</u>	<u>E-5.1-3 Perform Community service using knowledge of the target language and/or the target culture.</u>

## **ENRICHMENTS & ELECTIVES**

Calhoun Falls Charter School's curriculum is designed to promote literacy in Reading and Language Arts, Mathematics, Science and Social Studies. Enhancing the knowledge and skills acquired in each of these disciplines are the enriching experiences offered through Humanities, Health and Physical Education, Character Education, Technology, Media/Information Literacy and Spanish. Just as the core disciplines are standards-based, so are these enrichments, ensuring that each and every student is exposed to great ideas, great works, and great inspiration for a lifelong love of learning.

Core to the Schools philosophy is the notion that decisions about curriculum and instruction should be made at the local level. Therefore, decisions about high school elective classes will be based on student interest surveys and teacher abilities to accommodate those student interests.

## **HUMANITIES**

Humanities are integral to what our students and teachers experience in school each day. Leading works of literature provide the core of the language arts program, while the great ideas of scientists, mathematicians, and historians pervade the social studies, mathematics and science curricula. Our students will participate in activities and lessons that highlight contributions to human experience and provide a strong foundation for cultural literacy.

## **HEALTH AND PHYSICAL EDUCATION PROGRAMS**

The Charter School's Health and Physical Education curriculum focuses on health and physical fitness skills. Students will participate in activities and experiences that emphasize the importance of a healthy lifestyle. Teachers and instructors work on

the premise that a sound body is essential to a sound mind. When students are healthy and active, they are more motivated to learn about the world around them. The Charter School will focus on building understanding, knowledge, and developmentally appropriate skills and practices related to health and physical fitness as students progress through the academies.

## **HEALTH**

Health topics are closely linked to science content as well as physical education.

Concepts include:

- A. Basic hygiene and health habits
- B. Nutrition
- C. Functions of body parts and systems
- D. Disease prevention
- E. First aid and safety
- F. Dangers of substance abuse
- G. Benefits of exercise

## **PHYSICAL EDUCATION**

The Physical Education program helps our students keep fit through a variety of organized activities that focus on:

- A. Control and coordination of movements
- B. Rhythm, agility, and balance
- C. Simple sports skills
- D. Basic games and exercise
- E. Fitness
- F. Respect for rules
- G. Sportsmanship
- H. Proper use of equipment
- I. Strategy
- J. Competitive and non-competitive sports
- K. Lifetime sports

**CHARACTER EDUCATION**

Character education is an approach to learning, living, and engaging core values into one's every day life. In the development of knowledge, skills, and abilities, character development enhances the learner's capacity to make informed and responsible choices. It involves a shared educational commitment that emphasizes the responsibilities and benefits of productive living in a global and diverse society. Character education prepares students to come face to face with the realities of life, equipped and capable of making ethically sound decisions and responsible choices in a world of challenge, opportunity, and change.

The vast majority of Americans share a respect for fundamental traits of character--honesty, compassion, justice, courage, generosity, perseverance, self-discipline, responsibility, respect, and caring. Yet, in contemporary culture, many of our youth face great uncertainties regarding issues of right versus wrong, and at an even higher level of decision making, ethical choices that involve issues of right versus right. Ambiguous actions on the part of youth and an inability to understand or care about relationships or the human condition are in themselves ethical dilemmas.

Lessons in character building provide principles and practices that have the potential to transform ethical ambiguity into ethical clarity. Students are encouraged to think critically and act responsibly. Instructional materials, methods, and strategies, when developed into interdisciplinary curricular themes, support the classroom teacher's efforts to engage students in authentic learning opportunities. Lessons in character development build into the existing curriculum time for student self-reflection.

The pursuit of understanding values through examining choices, consequences, and goals provides a framework for students to cultivate knowledge and skills into a purposeful synergism for productive living. Character education provides a foundation upon which the educational community can share in a commitment to the academic, emotional, and social well-being of young people. As we teach children what it means to live, learn, grow, and become the best of who they are, they will learn from our behavior as adults what is important, what is true, and what is good. Moral intelligence involves more than a recitation of a list of values classified in a specific manner. Emerson once said, "Character is higher than intellect." Character involves the choices we make. The choices students make with their acquired knowledge from within our schools and beyond will shape their character and their response to life.

Students will learn the responsibilities that come with choices as they observe the choices we make. They will choose to pay attention when we choose to meet their needs. They will learn to persevere as they become inspired by our courage, when we make them our priority in word and deed. They will give us their best when we celebrate their gifts and talents. They will learn to respect themselves and others as we place before them models of respectful behavior through our lives and our relationships with them and our peers. Unfortunately, they will disengage sometimes into desperate states of isolation, aggressive behavior, or into their own sense of truth when we remove our presence and attention from them.

Our task is to become fully proactive and responsible individuals in the lives of our children today. In order for our students to have an intellectual and moral foundation from which to build productive lives and healthy relationships, we must demonstrate,

through our values and the principles of authentic teaching and learning, how to live and celebrate life.

Character education equips the learner with a moral lens for understanding and interpreting the ebb and flow of contemporary life. Providing directions regarding right and wrong is our task and our responsibility. The following principles and standards form the basis by which faculty and administration can frame the task and assess the progress being made.

During the first year of the school's operation, our Charter School principal and faculty will select a character education program to use to integrate into the core curriculum from among the menu of programs maintained by SCAPCS and the SCPCSD. This work will commence through curriculum mapping activities that will determine how to appropriately infuse character attributes into all subject areas. This work will begin in the second semester of the school's initial year at school year professional development sessions and will continue the following summer as part of the summer in-service sessions. The curriculum development sessions will also include defining community service projects for the character education program.

### **COMPUTER SCIENCE AND TECHNOLOGY**

Calhoun Falls Charter School students will learn about technological advances through computer classes as well as through the integration of technological resources within their classrooms. The word "technology" is sometimes used to describe a particular application of industrial technology, such as medical technology or military technology. Each of the various specialized technologies has its own goals and its own tools and techniques for achieving those goals. Industrial technology enables people to



live in greater security and comfort than ever before. Students will learn how advances in technology have benefited humanity, but our students will also understand that technology has also created serious problems. Students will explore the social, ethical and human issues associated with the responsible and irresponsible use of technology systems, information and software.

Students will use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhance models, prepare publications and produce other creative works.

### **MEDIA/INFORMATION LITERACY**

Information Literacy Standards for Student Learning provides a conceptual framework and broad guidelines for describing the information- literate student. These standards consist of three categories, nine standards, and twenty-nine indicators. The core learning outcomes that are most directly related to the services provided by school library media programs are found in the three standards and thirteen indicators in the “information literacy” category. The other two categories—three standards and seven indicators for “independent learning” and three standards and nine indicators for “social responsibility”—are grounded in information literacy but describe more general aspects of student learning to which school library media programs also make important contributions. Taken together, the categories, standards, and indicators describe the content and processes related to information that students must master to be considered information literate.

- b) Provide evidence of a correlation or identify a process to ensure that the school’s instructional program meets or exceeds the student academic standards adopted by the State Board of Education.**

Calhoun Falls Charter School will be adopting the academic standards established by the State Board of Education and approved by the State Board of Education and the South Carolina Legislature. The Charter School will use books and materials that are state-adopted or have been correlated to state standards. We will correlate books and materials to the state standards when/if necessary.

A Curriculum Task Force will create a curriculum pacing guide and scope and sequence for the core subject areas for all grade levels using the Grade Level Expectations (GLE) and the Academic Standards. Teachers will also utilize the curriculum map and pacing guide to achieve appropriate planning of activities and assessments so that all related standards and grade level expectations may be effectively introduced and mastered by students in each grade level.

**c) Specify the school's provisions for determining whether all students are achieving or attaining the standards. Include the methods by which student performance information will be gathered and monitored.**

We emphasize data-driven decision making with two complimentary assessment processes, formal assessments, which are large scale standardized assessments, and classroom-based assessments, which are selected or designed and implemented by the classroom teacher. The results are analyzed by the teacher and support staff to plan for instruction. If a child performs poorly, the data assist the teacher in planning for remediation and re-teaching. If a child performs well, the instructional plan will continue to develop student achievement.

Our Charter School will determine whether all students are achieving and attaining standards by using several types of student assessments:

- Palmetto Achievement Challenge Test (PACT)
- End of Course (EOC)

- High School Assessment Program (HSAP)
- Norm Referenced Tests (SAT 10)
- Student work samples, portfolios, and collections
- Teacher observations
- Parent and student reflections
- Teacher-made benchmark assessments
- Pre and post tests

Parents and teachers will also have access to eChalk (**APPENDIX J**) to communicate with the school and track their child's progress. The school will provide progress reports, report cards, parent/teacher conferences, pre and post tests, classroom and state assessment results, weekly online grade book postings, portfolio night, curriculum nights and other events to promote communication with our parents. We will utilize an approved comprehensive assessment program (PACT, EOC, HSAP and a Norm-Referenced Test) to inform students, teachers, and parents about where a student is succeeding and what needs strengthening. Assessment serves as a feedback system to guide teachers in lesson planning.

#### **4. Instructional Program**

The Calhoun Falls Charter School will provide a core curriculum including math, language arts, social studies, and science. Small classes will allow for individual attention and focus. Faculty and staff will work closely with students and parents to assure that constant academic needs are met.

- a. Provide a school calendar and daily schedule for the academic year. The calendar and schedule must reflect the number of instructional days per year and amount of instructional time per day.**

#### **Calendar**

Our academic calendar will meet the State requirement of 180 instructional days. Faculty and staff will have additional days for staff development and teacher workdays.

Students in grades 6 through 12 will have four grading periods of approximately 45 days each. The CFCS calendar coincides with that of the Abbeville County School District 60. The proposed start date for the 2008-2009 school year is August 14, 2008 for teachers and August 21, 2008 for students. The last day for students will be June 3, 2009 (see **APPENDIX C**).

One of the main goals of the Calhoun Falls Charter School is to give students the opportunity to learn to their fullest potential. Time on task for student learning is paramount for student progress. The daily schedule of CFCS will meet the State guidelines of thirty hours of instruction per week, including lunch. Students will receive approximately 6 hours of instruction Monday through Friday, totaling 30 hours per week, and the day will run from 8:00am to 2:30 pm. High School students in need of credit recovery will do so through a computerized credit recovery program. A sample daily schedule is located in **APPENDIX D**.

### **Team Planning**

One unique feature of the Calhoun Falls Charter School will be the specified time for all of our subject area/grade level teachers to meet for weekly team planning. Teachers will also create interdisciplinary units across subject areas and grade levels.

#### **b. Describe the strategies or approaches that will be used to enable students to accomplish the curriculum standards.**

It is the philosophy of CFCS to use Scientifically-Based Reading Research (SBRR) found in the National Reading Panel Report and in the No Child Left Behind (NCLB) legislation passed by Congress in 2001. This research shows that ALL children benefit from initial instruction that is systematic, explicit, and scientifically based. Our educators will teach reading to all students based on the achievement level of the

majority of children in the class. Differentiated instruction, incorporating multi-leveled materials, will be utilized to meet the needs of diverse learners.

Teachers will be actively engaged in classroom progress monitoring, which ensures that the students' areas of strengths and opportunities are accurately identified and addressed. We recognize that an effective reading program contains common elements employed by every grade level. Instruction includes, but is not limited to, teacher modeling, guided practice, scaffolding assistance, independent practice, and accelerated learning activities.

We will connect the core reading program with supplementary instructional materials supporting the five essential elements of reading instruction. Supplemental materials provide teachers with varied comprehensive instructional formats and scientifically based strategies to ensure student success. These include an explicit instructional strategy that address students' strengths and weaknesses and differentiates instruction. The materials support comprehensive plans for diverse populations using large group, small group, and independent instruction.

Calhoun Falls Charter School will administer an assessment to all students in September to determine reading levels. The results of the tests will be given to each core teacher, whereupon the teacher will develop individual reading plans for each student, based on their performance levels. Instruction for all students will be determined by screening and progress monitoring assessments and is differentiated during small group guided reading instructional time that provides a vehicle for meeting the needs of all students.

The primary goal of the language arts program is to assist students build a basic understanding of the mechanics and structure of the English language. Our language arts program will be infused into all areas of the curriculum and emphasizes the formation of good listening, writing and speaking skills. Teachers provide daily opportunities to apply skills learned in both writing and speaking activities. All students participate in activities which develop important basic concepts and creative expression. Teachers will evaluate students for skill development as they refine their skills while writing in their journals, reviewing current events, studying mathematical word problems and enjoying literature.

A mathematics program that promotes active learning will be utilized at the Calhoun Falls Charter School. Teachers will provide mini-lessons or demonstration lessons, provide supportive practice, and allow adequate time for application. Mathematics will be used as a tool in content area subjects to allow a variety of opportunities for problem posing and solving.

A science and social studies program that promotes inquiry will be implemented at our school. A hands-on approach through units of study will provide opportunities for children to work collaboratively to solve problems. Children will be expected to achieve content area standards through a variety of teaching methods and assessments.

#### Instructional Interventions for Students with Reading Deficits

The Norm-Referenced Test such as SAT 10, administered in the fall during the second week of school for grades 6-12, as well as previous information from the statewide assessment program, will be used to identify students with reading deficits. Students who are identified as needing additional assistance will receive extra

educational aid. An Academic Improvement Plan (AIP) will be created, which details the specific needs and methods of remediation. Small group instructions, differentiated materials, and additional opportunities for skill practice are some of the strategies used in the AIP.

- c. If the school plans to offer the South Carolina State High School Diploma, describe the method for meeting the state requirements for the high school diploma. Include course unit requirements, seat time for Carnegie Units, and passage of the required examinations.**

To qualify for a the South Carolina State High School Diploma, all high school students must earn a total of 24 units of credit in state approved courses. The unit requirements are distributed as follows:

<b><u>Subjects</u></b>	<b><u>Units Required</u></b>
<b><u>English/ Language Arts</u></b>	<b><u>4.0</u></b>
<b><u>Mathematics</u></b>	<b><u>4.0</u></b>
<b><u>Science</u></b>	<b><u>3.0</u></b>
<b><u>U.S. History and Constitution</u></b>	<b><u>1.0</u></b>
<b><u>Economics</u></b>	<b><u>0.5</u></b>
<b><u>U.S. Government</u></b>	<b><u>0.5</u></b>
<b><u>Other Social Studies</u></b>	<b><u>1.0</u></b>
<b><u>Physical Education or Junior ROTC</u></b>	<b><u>1.0</u></b>
<b><u>Computer Science (Incl. keyboarding)</u></b>	<b><u>1.0</u></b>
<b><u>Foreign Language or Career and Technology Education*</u></b>	<b><u>1.0</u></b>
<b><u>Electives</u></b>	<b><u>7.0</u></b>
<b><u>Total Carnegie Units † ‡</u></b>	<b><u>24</u></b>

**\* For a student in a College Prep program to meet the state high school diploma requirements, one unit must be earned in a foreign language (most four-year colleges/universities require at least two years of the same foreign language); for a student in a Tech Prep Program, one unit must be earned in a Tech Prep Program, one unit must be earned in Career and Technology Education.**

**† The student must demonstrate computer literacy before graduation.**

**‡ Must pass the exit examination.**

- i. One unit of credit is granted for the satisfactory completion of an approved course in which a student attends at least 120 hours or more yearly.
- ii. Complete a study and pass an examination on the provisions and principles of the United States Constitution and American institutions and ideals.
- iii. The student must attend the accredited high school issuing the diploma for at least the semester immediately preceding graduation except in case of a bona fide change of residence where the sending school will not grant the diploma.
- iv. In order to receive a state high school diploma, in addition to passing the required units, a student must pass the South Carolina High School Exit Exam.
- v. A state high school diploma or certificate designed and issued by the school district shall be awarded students who complete a program of prescribed special education.
- vi. Students will be administered the appropriate end of course tests in the following areas:
  - Physical Science
  - English 1
  - U.S. History and Constitution
  - Algebra I
  - Math Tech II
- d. Explain how the school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Include the following information:**



The Calhoun Falls Charter School will comply with all federal disability laws or regulations, including Section 504 of the Rehabilitation Act 1973, Title II of the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA). CFCS will identify students with special needs as noted below with special emphasis on students that have significant skill deficit relative to peers and meeting the South Carolina State Eligibility Criteria. The Special Education Coordinator will arrange evaluation procedures that will be in accordance with referral regulations regarding how to determine whether a student is disabled and the nature and extent of the special education and related services that the students needs.

Consistent with the philosophy of the curriculum, all students will be included in the regular education curriculum. However, in addition to the regular instructional time special education services will also include specialized, research-based interventions in small groups, as deemed appropriate by the Individual Education Plan Team. CFCS will also individualize transition services and assistive technology as needed. CFCS classrooms and buildings will be fully equipped to address the needs of students with physical disabilities, such as, but not limited to, visual impairment, auditory impairment, and/or mobility problems.

Regarding IDEA 613(e)(1)(B), the CFCS expects that it will be a public school within the local educational agency of the SCPCSD, which has already established eligibility for federal assistance under IDEA. Thus we will work in tandem with the SCPCSD's IDEA plan.

**i. Describe the school's procedure for identifying students with special needs, developing individualized education programs, and providing related and transition services**

The Calhoun Falls Charter School will use the following process to identify students with special needs:

**Evaluation:**

- A teacher or parent will notify the school administrator when a student is suspected of having a disability.
- The administrator will then notify the special education teacher or special education coordinator for CFCS
- The administrator and teacher schedule a meeting to discuss the concerns and process with the parents/guardian
- Parental written consent must be obtained before the process continues. A notice must include, among other things, what is being proposed, reasons for proposal, evaluation procedures and an explanation of parent rights and procedural safeguards.

**Evaluation Process:**

A Child Study Team (CST) will be formed that includes: the school administrator, the parent(s), all teachers who instruct the student, the guidance personnel, and a special education teacher and/or coordinator. The student will be assessed/screened in all areas related to the suspected disability. The following provides the areas that will be assessed if appropriate:

- Vision and Hearing Screening

- Speech/Language Screening
- Referral for Speech/Language Evaluation (only if failed screening)
- Social and emotional status
- General intelligence
- Academic performance
- Motor abilities

The Calhoun Falls Charter School will administer the Academic Intervention Monitoring System (AIMS) in the assessment/screening process.

Evaluation results:

Results are reviewed by the child study team to determine eligibility for special education and related services according to state and federal guidelines for qualification. The parents will receive formal written report of evaluation results which includes:

- Assessment results and educational implications;
- Parental/Guardian Rights (IEP team meeting attendance, right to refuse services, and other parental rights pertaining to the evaluation process);
- A full description of all procedural safeguards available;
- A list of sources where parents/guardians may obtain free/low cost legal services;
- A statement if any other factors relevant to the proposed action;
- A declaration that the student's educational status shall not be changed without the knowledge and written approval of the parent or until the notice and due process procedures have been exhausted; and

- Procedural safeguards available

An Individualized Educational Program (IEP) will be developed for every child found eligible for special education services. An IEP team will be formed for assessment and review. The members of the team, as defined by the IDEA Regulations 300.344, include the parents/guardians of the child, specific school personnel, and if appropriate, the child.

In accordance with the IDEA, an IEP for child with a disability at the school will include:

- A statement of the child's present levels of educational performance, including how the child's disability affects the child's involvement and progress in general curriculum;
- A statement of measurable annual goals and, for students who take alternate assessment, benchmarks or short term objectives;
- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child;
- An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class;
- A statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in a particular state or district-wide assessment,

a statement of why that assessment is not appropriate for the child and how the child will be assessed;

- The projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services and modification; and
- A statement of how the child's progress toward the annual goals will be measured; how the child's parents will be regularly informed of their child's progress toward the annual goals and the extent to which the progress is sufficient to enable the child to achieve the goals by the end of the year.

In addition, for children age 14 and above, transitional needs will be addressed in the IEP process. A coordinated set of strategies will be designed by the IEP team that will promote the movement from school to post-school activities. These strategies will be listed on the IEP.

Related services (occupational and physical therapy, orientation and mobility, speech therapy, etc.) will be provided by third party. These services will be delivered in the regular classroom as appropriate.

**ii. Describe how the school will implement special education requirements for students with disabilities, including the full range of services and placements that will be made available to those students**

In accordance with IDEA, "children will be treated as individuals with unique abilities and disabilities that need to be addressed by providing by providing unique support services, which are explicitly articulated in the IEP". Calhoun Falls Charter School will create a system to ensure that a continuum of alternative placements, including inclusive classrooms, is available to meet the needs of students with

disabilities for special education and related services and that least restrictive environment (LRE) issues are considered in placement decisions. Special education teachers at the school will have full certification and hold a license in South Carolina to teach. The charter school will ensure that students with disabilities receive a free appropriate public education (FAPE) and will utilize a variety of strategies to address student needs.

The school's curriculum will align with the South Carolina Academic Achievement Standards. Modifications will be made to address the unique needs of children with disabilities and will be documented in the IEP. Access to the general education curriculum will be provided for all students with disabilities to the maximum extent possible.

An inclusive model of service delivery will be implemented to address the needs of children with disabilities. A system will be established that allows support services to be brought to the child's regular classroom. The Charter School's flexible learning environment, innovative scheduling, and community of learners create an ideal situation for inclusion to be most effective for children. All students will work toward achievement in the state standards with the level at which these standards are appropriate to the special needs of the students. Additional support will be offered to the students within the context of their regular classroom.

The Charter School will focus on high expectations for all students, where students are expected to grow academically and emotionally. Our school's commitment to small classroom size will aid in providing the individual attention needed to meet a

student's IEP. At the Calhoun Falls Charter School, every child will be valued and respected and included in all aspects of the school.

**iii. Describe how the school will implement transition services and how assisted technology needs will be addressed.**

In accordance with IDEA, the IEP team will determine transitional services for students with disabilities at the age of 14. The IEP team will develop appropriate transitional needs with a focus on a child's course of study. These goals will be documented on the student's IEP. The IEP team, which includes the school's personnel responsible for guidance, will coordinate experiences and opportunities that will prepare students for post-school activities. These experiences and opportunities will occur during the regular school day, extended day, and intercessions.

The need for assisted technology services or devices (e.g. an item, piece of equipment, or product used to increase, maintain, or improve functional capabilities of children with disabilities) will be determined during IEP meetings and listed on the IEP.

**E. Student Assessment**

Describe the charter school's plan for evaluating pupil achievement and progress toward accomplishing the school's achievement standards. Include state-mandated assessments and other assessments and a timeline for meeting these standards and the procedures to be taken if pupil achievement falls below the standards.

**1. Student Achievement and Progress Evaluation**

Describe the school's plan for evaluating student achievement and student progress toward accomplishing the school's achievement standards at each grade level. Include state-mandated assessments and other assessments.

According to the South Carolina Education Accountability Act each school measures individual student success 6-8 by student performance on the PACT, EOC, and HSAP. The individual student performance data is then combined to analyze and measure the school's success. The school's plan for evaluating student achievement and student progress toward accomplishing achievement standards at each grade level will include a variety of formal and classroom based assessment measures. The assessments will be used to direct instructional practices and evaluate pupil achievement and progress toward accomplishing the school's achievement standards (South Carolina's Academic Achievement Standards).

Assessment is also a process to guide teaching and learning. We expect students to learn and apply standards-based knowledge, strategies, and concepts from various disciplines. Only through accurate and ongoing assessment of student learning can teachers know the impact of their teaching activities and make adjustments needed to ensure success. The Charter School will measure achievement by identifying baseline academic levels, benchmark testing throughout the year, determining rates of progress by grade level and individual learning gains of each student.

Assessment is usually expressed as feedback that identifies progress made, determines current needs and guides future decisions about teaching and learning.

We emphasize data-driven decision making with two complimentary assessment processes. Formal Assessments which are large scale standardized assessments and Classroom-based Assessments which are selected or designed and implemented by the classroom teacher.

**Formal Assessments include:**



- Standardized tests, taken by each student annually, are used to plan improvements in program delivery. The state and district tests will be administered according to the provisions of the district's policies and the state's educational legislation.
- School Climate Surveys- We will conduct an annual Quality of School Life Survey of parents, students, and staff. The purpose of the survey is to gather information regarding what students, parents, and staff think about the school and their ideas on how the school can be improved in areas such as curriculum, leadership, parent support, student learning, school safety, and facilities. Survey results will provide us with critical feedback on stakeholder perceptions and will serve as a guide for improving school services.
- Standards-based Unit Tests: These tests measure student achievement on the Calhoun Falls Charter School's grade-level standards-based curriculum content. Unit tests are given to all students at the end of each nine-week period in reading language arts, mathematics, science and social studies.
- Writing Assessments: The Charter School will give a series of assessments to measure student writing proficiency. The tests require students to write responses to assigned topics in a single testing period. Once again teachers and students will use diagnostic feedback to guide teaching and learning.
- Diagnostic Base-line Tests: These are given to collect base-line information in order to assess academic levels for instructional placement decisions. These tests are re-administered after instruction has taken place to re-evaluate a student's academic level.

**Classroom-based Assessments include:**

Performance-Based Assessments:

- Rubrics describe the specific criteria used to assess projects and/or performances.
- Observation Checklists identify the critical attributes of specific activities and indicate the levels of mastery individual students have gained.
- Learning Logs demonstrate how well students express ideas, organize thoughts, interpret data and apply skills. Students keep logs for independent reading, journal writing, science notes and observations.
- Anecdotal Records describe observations of student interactions, participation, learning styles and strategies.
- Student – Teacher Conferences highlight strengths and weaknesses in student performance.
- Audiotapes and videotapes show authentic individual and/or collaborative performances. Student and/or group tapes can include drama performances, speeches, interviews, debates, demonstrations, oral readings and musical productions.

We will assess student performance on a continuous basis. The assessment program is designed to provide valid, reliable, and timely information for teachers to modify instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. The program is designed to inform teachers about the effectiveness of their teaching and the progress being made by students. Teachers will use a variety of assessments. Moreover, they will know how to

apply and integrate assessment data to improve student performance on the SC Academic Standards requirements.

Teachers will use assessment strategies to assist in assuring continuous progress. For example, teachers assess students' readiness to learn, modify instruction based upon assessed student performance, employ performance-based assessment approaches, assist students in maintaining work folders and portfolios of individual work, and review assessment results to improve students' academic performance.

The following is a list of the statewide assessments that will be used by the charter school as part of its plan to assess student performance.

- Palmetto Achievement Challenge Test (PACT) —The PACT is the foundation of the statewide assessment and accountability program. The PACT program includes assessments in reading, mathematics, science and social studies in grades 3-8. Student achievement data are used to report educational status and annual progress for individual students, schools, districts and the state of South Carolina. The PACT measures student performance on selected benchmarks in reading, mathematics, science and social studies as defined by the South Carolina Academic Standards. The South Carolina Academic Standards articulate challenging content that South Carolina students are expected to know and skill areas they are expected to perform. The results are distributed to the school and the parents when they are received. The baseline of student academic achievement levels is established using student academic performance on the South Carolina Assessment Programs in grades 3 and above.

- End of Course Examinations (EOC) — The Education Accountability Act of 1998 requires the development of end-of-course examinations in gateway or benchmark courses. The program is called End-of-Course-Examination Program (EOCEP). The examinations count for 20 percent of the students' final grade in each gateway or benchmark course, which currently includes Algebra 1, Math for the Technologies 2, English 1, and Physical Science.
- High School Assessment Program — The High School Assessment Program (HSAP) meets both federal and state requirements. It meets the requirement of the South Carolina Education Accountability Act (EAA) of 1998 that each public school student pass an exit examination to receive a South Carolina high school diploma. It is also used to measure students' academic achievement on high school standards in accordance with the federal No Child Left Behind Act of 2001 (NCLBA). The HSAP assesses selected South Carolina academic standards in English language arts and mathematics that students have had opportunity to learn by the end of the tenth grade.
- SAT 10 — The Stanford 10 (SAT 10) multiple-choice assessment will help teachers assess what students know and are able to do. Baseline achievement levels for all students are determined by the fall administration of the SAT 10. The measure of each student's rate of academic gain will be determined at the end of the year through the comparison of pre-test and post-test results. Students in grades 6-12 will be assessed in the fall with the SAT 10. In the spring student in grades 6-12 will again be assessed with the SAT 10.
- School Climate Assessment: We will conduct an annual Quality of School Life

Survey of parents, students, and staff. The purpose of the survey is to gather information regarding what students, parents, and staff think about the school and their ideas about how the school can be improved in the areas of curriculum, leadership, parent support, student learning, school safety, and facilities. Survey results provide us with critical feedback on stakeholder perceptions and serve as a guide for improving school services.

- Classroom assessments: Classroom assessments include student portfolios (required at all grade levels), class observations, interviews, and quizzes, demonstrations, rubrics, student work folders, project-based learning products, essays, and performance tests. Performance-based classroom assessments provide students with an opportunity to demonstrate their knowledge and provide teachers with data upon which to base decisions with regard to core curricular mastery of competencies.

The charter school combines student data from the SAT 10, PACT, EOC, HSAP and classroom assessments, to determine a student's strengths and weaknesses. The student's academic strengths and weaknesses are identified using these data, student improvement plans are created, and adjustments are made in classroom instruction.

### **Rates of Academic Progress**

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available, in order to assess rates of prior academic progress and the baseline rates of academic progress for the Charter School students. Continuing longitudinal

examination of the levels of academic achievement will be performed to establish rates of individual learning gains of each student attending the Charter School.

The use of each measurement and testing standard will provide the necessary feedback to determine the success of the program at each grade level.

We will utilize an approved comprehensive assessment program, Measures of Academic Progress (MAP), to inform students, teachers, and parents about where a student is succeeding and what needs strengthening. Assessment serves as a feedback system to guide teachers in lesson planning and individualizing instruction. This plan ensures the long-term educational success of each child and assists students in making the academic years rewarding and memorable. The assessment serves as a record of each child's personal and educational accomplishments, and includes an individual learning method that allows a child to utilize his/her strengths and to focus more intently on areas that may need improvement. All of this information is recorded and evaluated throughout the school year. Students who are identified as needing additional assistance will receive extra educational aid. An Academic Improvement Plan (AIP) will be created, which details the specific needs and methods of remediation. Small group instructions, differentiated materials, and additional opportunities for skill practice are some of the strategies used in the AIP.

The student's teacher will consider all information available to assess the student's strength and weakness such as the student's academic performance prior to his/her enrollment, the results of any achievement testing, examples of the student's work, a written or oral statement for the student about what they like to learn and a parent or guardian's statement about how their child learns best, reports and

observation for the student's teachers, and information and suggestions from the student's parents. Projects, assignments, tests and other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress made. A measure of each student's rate of academic gains will be determined at the end of the year through their individual portfolio and the comparison of the fall and spring pre- and post- test outcomes.

Based on the demographic data provided by the South Carolina Department of Education, we will identify schools that are comparable demographically to us and that use the same measurements. We will determine rates of progress based on comparable measurements and compare the results with those from other schools. Calhoun Falls Charter School applies a range of acceptance of plus or minus five percent ( $\pm 5\%$ ) or plus or minus 0.5 ( $\pm 0.5$ ) standard deviations from the mean when comparing student populations. Comparable populations are determined by the following variables: ethnicity, gender, school size (student population), limited English proficiency, Students with Disabilities, Free and Reduced Lunch populations, and similar academic achievement based on the same assessment instruments at the same grade level in reading and mathematics. These comparisons will be made using the fall and spring administration of the SAT 10 for grades 6-12.

Annual grade level performance is reflected by the overall success students have experienced on various standardized tests that are administered at the Charter School.

Our goal will be that 100% of all applicable student groups and sub groups are tested for PACT, EOC, and HSAP. Alternative assessments would be given to any student meeting the criteria outlined by the South Carolina Department of Education.

Appropriate accommodations will be given to students classified as Limited English Proficient (LEP) or as Students with Disabilities (SWD) as dictated by applicable state law or by a student's IEP. Examples of accommodations include: extended time, usage of a translation dictionary, small group testing, and extended or extra breaks. Testing will be conducted in accordance with the administration and security measures as outlined by the Department of Education and the district-wide testing handbook. National and statewide assessment tests will be used when prescribed to assess students' strengths and weaknesses to determine how well the students have met the schools educational goals and state standards. These tests include but are not limited to:

- PACT Reading - (Grades 6-8)
- PACT Math - (Grades 6-8)
- PACT Science - (Grade 6-8)
- PACT Social Studies- (Grades 6-8)
- EOC (All students enrolled in courses in which the curriculum standards corresponding to these subjects are taught, regardless of course name or number, must take the appropriate tests. Each of the following tests will count as 20 percent of each student's grade in the tested subjects: Algebra 1/Mathematics for the Technologies 2, English 1, and Physical Science.)
- HSAP - (Students in their second year after their initial enrollment in the 9<sup>th</sup> grade)
- SAT 10 (Grades 6-12)
- Any other tests required by the school district.



## 2. Performance Goals Timeline

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available, in order to assess rates of prior academic progress and the baseline rates of academic progress for students. Continuing longitudinal examination of the levels of academic achievement will be performed to establish rates of academic improvement of the same students while attending the Charter School.

We will also compare rates of academic improvement of students in the Charter School with national progress rates. In order to establish a national progress rate, the national norm will be defined based on two points in time when norm-referenced standardized tests are administered. The computed gain based on the scale score will be plotted in a graph that demonstrates the national growth rate. Using the available data from the previous year and the data from the first administration of the statewide assessments at the Charter School, we will compute the gain for our students and use the results to determine the improvement rate based on the national gain. We will document this process longitudinally in subsequent years.

The Calhoun Falls Charter School will report performance and progress to all stakeholders. A formal mid-year check and an end-of the year evaluation will be conducted annually to determine adequate progress. The School Improvement Plan (SIP) will be shared with the stakeholders and an annual report will be generated documenting the progress made by the school in meeting the stated objectives. The report will be shared with stakeholders.

Calhoun Falls Charter School will be in compliance with No Child Left Behind (NCLB). While our intent as a public charter school is to meet or exceed all minimum standards set by NCLB and its measurement of Adequate Yearly Progress (AYP) **(APPENDIX K)** our primary goal and measurement of success will be same student learning gains as measured each Fall and Spring. This way we will track the steady academic improvement of each student. The School will file annually a School Improvement Plan (SIP). The SIP will align fiscal and human resources in order to meet the stipulated objectives, and it will include detailed action plans for each of the stated objectives. Moreover, strategies addressing the academic needs of the subpopulations stipulated by the No Child Left Behind legislation will be incorporated.

As mentioned above, the school improvement process at The Charter School will be driven by the comprehensive student/school data collection system, ongoing assessment, and a data interpretation system that is constantly and consistently analyzed. These will enable the instructional and administrative staff to make informed decisions and to develop educationally sound action plans. Through professional development, parent interaction and reporting, School Improvement taskforces, and data mining and assessment, we will be poised to take corrective action in the event The Charter School is not achieving its goals. Recognition and quick response will aid us in our approach at troubleshooting and changing direction to reach our goals and objectives.

### **3. Academic Assistance**

The Charter School will review the results of the statewide assessment program to plan instructionally for all students, but especially for students not performing at

acceptable levels of proficiency. A Child Study Team will convene to document involvement of key players in reviewing the student's academic history, strengths and weaknesses, and planned remediation. An Academic Improvement Plan will be developed to include goals, objectives to meet the goals and a time period to accomplish the goals.

Where corrective action is necessary because student achievement has fallen below established standards, we will use one or more of the following procedures as necessary:

- After-school tutoring and mentoring including Supplemental Education Services if available
- Computerized instructional programs to track student progress and provide practice on skills needed
- Small group instruction, emphasizing individual learning styles
- Parent- and home-learning programs
- Referral for special education evaluation

## **F. Budget and Accounting System**

### **1. Annual Budget**

The Board of Directors will determine the business and financial services protocol for our charter school. Currently the Charter Committee is exploring alternatives for our financial management (outsourcing, in-house) and will ultimately select the process that best suites our fiscal needs as well as establishes us as sound

stewards of public funds. **Appendix E** contains our spreadsheet formatted, *Five-Year Projected Budget*. This budget has been prepared in accordance with State Department of Education (SDE) *Financial Accounting Handbook*, with reference to the *Funding Manual* and the *Single Audit Guide*. The Board of Directors will adopt an *Annual Operating Budget* during June preceding the start of the Fiscal Year and will receive and approve *Monthly Financial Statements* during the operational Fiscal Year.

a. Revenues:

Revenue account codes used in the attached budget are in accordance with the SDE *Financial Accounting Handbook* for South Carolina school districts.

Documentation from the SDE of estimated revenues for the South Carolina Public Charter School District (SCPCSD), in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(C), is **Appendix F**. Our revenues do not include funds acquired through grants.

b. Expenditures:

Expenditure account codes used in the attached budget are in accordance with the SDE *Financial Accounting Handbook* for South Carolina school districts.

Anticipated expenditures follow the same budget codes (Fund, Function, Object) that are required of school districts operating in South Carolina. Costs associated with planning, implementation, and continued operation are included.

c. Budget and Accounting Management:

The Board of Directors will be responsible for the fiscal management of the school. As stated above, the Charter Committee is researching fiscal management options. Currently we have the assistance of Kelley-Moser Consulting, LLC during the Application Phase of our charter initiative:

Bill Moser

Director of Development

Kelley-Moser Consulting, LLC

150 Harbor Glen Drive

Lexington, SC 29072

803-808-0338 (Office)

803-227-9421 (Mobile)

bill@kelley-moser.com

## 2. Annual Audit

A Certified Public Accountant (CPA) will conduct an annual audit of all financial records. The audit will be conducted in the same manner as all schools in the SCPCSD. We will adhere to accounting, auditing, and reporting procedures and requirements of our sponsor, which are those for all public schools operating in South Carolina. Accounting, auditing and reporting procedures and requirements will comply with the published specifications of the Office of District Auditing and Field Services contained in the *Financial Accounting Handbook*, *Funding Manual*, and *Single Audit Guide*. The Board of Directors will receive, review, and approve the Auditor's Report prior to official reporting.

## 3. Pupil Accounting System

In accordance with the guidelines set forth by the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*, we will adhere to the reporting procedures, policies, and regulations that apply to all public schools in South Carolina. Reports will be maintained and filed according to district, state, and federal requirements.

## 4. Negotiated Services Documentation

Currently we have not negotiated any services with the local school district, our sponsor, or any other outside vendor. The Charter Committee is currently researching options (in-house, out-sourcing) for fiscal services, food services, custodial services, maintenance, curriculum, library and media services, and the like. We will thoroughly review all options and proceed with the protocol that best meets our financial needs and best sets us as sound guardians of public funds.

## **G. Governance and Operation**

Describe the governance and operation of the charter school.

### **1. Non-Profit Corporation Status**

Include a copy of the non-profit corporation's articles of incorporation and bylaws to document that the charter school is organized as a South Carolina non-profit corporation.

The Calhoun Falls Charter School was formed on January 22, 2008 as a South Carolina non-profit corporation. Copies of the non-profit application and bylaws are included in **APPENDICIES G** and **H**, respectively.

### **2. The Governing Board**

#### **a) Describe the election process of the governing board. Include when the elections will occur and the voting procedures.**

The Charter School will be governed in accordance with the requirements of the South Carolina Charter Schools Act. The CFCS Planning Committee, consisting of professional educators, parents and community members with various backgrounds and experiences, was formed to implement the initial planning phase to govern the Charter School through the application process, the planning phase of the school, and until the election of the governing board. The election of the CFCS Governing Board will occur prior to November 1 of the first year of operation and annually thereafter. The board will consist of seven members elected by eligible voters. Eligible voters are parents or guardians of students enrolled in the charter school and employees of the Charter School. The election of a nine member Board will be conducted in a manner which allows ample time for parents and employees to receive information about the nominees and to meet the nominees, and talk with them prior to the election.

The CFCS Planning Committee will develop and approve election policies, which will include the nomination of prospective board members, the notice of elections, the process of elections, and the publication of results. The nomination period will conclude by September 15, the ballot will be publicized by October 1, and the election will take place between October 15 and October 31. Individuals nominated to serve on the CFCS Governing Board will be contacted to ensure their willingness to serve.

Names of persons nominated who are willing to serve will be placed on a form and mailed to each student's address of record and given to each employee. Employees will be given one vote. Parents or guardians shall have one vote per student enrolled in the charter school (Section 59-40-50 of the SC Charter Schools Act of 1996). The deadline for voting will be clearly stated on the ballot form.

During the first year of operation, the CFCS Planning Committee will tally all votes during a public meeting and announce the first CFCS Governing Board to serve the Charter School for the 2008-2009 school year. The newly elected members will be publicized through the school's newsletter and website as well as an official letter from the Charter School to the parents and employees. After the publication of results, the CFCS Planning Committee will be dissolved and the newly elected CFCS Governing Board shall assume its responsibilities. The first meeting of the newly elected CFCS Governing Board shall be held no later than November 15, and the CFCS Governing Board will elect officers. After its initial meeting, the CFCS Board will hold public monthly meetings. A notice of the meeting or an agenda will be posted on the school's website, on campus, or in the local media.



The Charter School will form an advisory council that will meet periodically to provide updates on any innovations that might be used by the school and to help spearhead new initiatives. It will also provide advice and suggestions on questions and issues presented by the CFCS Governing Board. The council will be advisory only and will not have the right to vote. Council members will be asked to join based on their experience and value to the school community.

**b) Describe the authority of the governing board to develop policies, make decision, and execute each of the following responsibilities:**

The CFCS Planning Committee realizes that the operation and management of a school requires a great deal of expertise and management skills. The South Carolina Association of Public Charter Schools (SCAPCS) will provide annual board training and management/operational expertise necessary to carry out the vision and mission of the Charter School. The partnership of the Charter School and SCAPCS ensures that all aspects of the school will be addressed with professional expertise and management.

The Calhoun Falls Charter School will be governed by a Board of Directors (the CFCS Governing Board) and operate consistent with the provisions of the South Carolina Charter Schools Act. The CFCS Governing Board will have ultimate authority over the school and what transpires there. Specifically, the CFCS Governing Board is responsible for:

- Upholding the mission and vision of the Charter School
- Budget and annual audit
- Employer of all school personnel
- Ensuring that all employees undergo background checks and other investigations and verifications before they are employed in the school

- Contacting for services including but not limited to staff development, financial management, program evaluation, legal services, and transportation
- Developing personnel policies, including pay scales, benefits, performance criteria, and discharging policies for its employees
- Overall curricular policy (including veto control over all elements of the curriculum).
- Fundraising and ensuring adequate resources
- Selection of Principal
- Holding mandatory hearings prior to the expulsion of any student of the Charter School
- Ongoing evaluation of the school's performance (see Organizational Chart, **APPENDIX L**)
- Ensuring that the school adheres to the same health, safety, civil rights and disability rights and requirements as applied to all public schools under the SCPCSD

**Employing and dismissal of employees, including administrative personnel**

The Calhoun Falls Charter School Board has the ultimate authority to approve the hiring and firing of any and all employees. The Principal will be the chief executive of the school, and will be accountable to the CFCS Governing Board. Teachers and staff members will be accountable to the Principal on all matters. Teachers and other staff members will be the primary interface between the Charter School and parents or guardians. However, the Principal and Chairman of the Board will assist with special issues that fall beyond the normal purview of teachers or staff members.

**Ensuring that all employees undergo background checks and other investigations and verifications before they are employed in the school**

All employees of the Charter School will undergo a background check prior to beginning employment at the school.

**Contracting for services including but not limited to staff development, financial management, program evaluation, legal services, and transportation**

The Calhoun Falls Charter School Governing Board will contract for other services, including but not limited to transportation, food, legal, etc. CFCS is currently negotiating with the Abbeville County School District for continued vocations education services for a few students who were in the district's program during the 2007-08 school year.

**Developing personnel policies, including pay scales, benefits, performance criteria, and discharging policies for its employees**

The CFCS Planning Committee has reviewed a model of personnel policies developed by SCAPCS and the Haynsworth, Sinkler, Boyd law firm. This will include salary ranges and the cost of benefits. The discharging policies for the Charter School employees and a Grievance and Termination Procedures are detailed in the section M of this application. The table of contents for a proposed Employee Handbook is referenced in **Appendix M**.

**v. Deciding other matters related to the operation of the school, such as school policies including budgeting, curriculum, and operating procedures, and developing a lottery system that adheres to the guidelines as established in the state statute for charter schools**

A. Responsibility. The CFCS will be responsible and accountable for the administration and performance of the Charter School in all other matters related to the

operation of the charter school, including the development of the budget, curriculum and operating procedures. The CFCS will ensure the effective implementation, if needed of a lottery system that adheres to the guidelines established in state statute. The CFCS Planning Committee will have ultimate responsibility for development of a school operations plan; identification of furniture, fixtures, equipment and supplies; arrangement of transportation and food services as necessary; other procurement activities as necessary to start up the Charter School; preparation of specifications for technology and related services; recruitment, selection and pre-service training of school personnel; pre-opening recruitment of students; and identification of business systems for Charter School accounting needs.

**Ensuring that the school adheres to the same health, safety, civil rights and disability rights requirements as are applied to all public schools operating in Abbeville County School District.**

The Charter School will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating under the sponsorship of the SCPCSD.

**c) Provide evidence that the school and its governing body will comply with the Freedom of Information Act. Specially address policies regarding student records, administrative records, and meetings.**

The CFCS will comply fully with the South Carolina Freedom of Information Act (FOIA), Title 30, and Chapter Four. Meetings will be conducted by the CFCS Governing Board in accordance with all provisions of the current law and any amendments made thereto. The CFCS Governing Board understands its role as a public servant and that its meetings and records are a matter of public information except those which pertain to individual personnel or other classified matters as provided by law. Only those

matters as prescribed in the FOIA will be discussed in executive session. Provisions related to student records, personnel issues, and administrative records will comply with the FOIA, the Family Education Rights and Privacy Act, and standard practices of SCPCSD.

### **3. Administrative Structure**

Describe the administrative structure of the charter school, including the roles and responsibilities of each administrative staff member.

The Principal will be the chief executive of the school as well as the instructional leader and will be overseen by the CFCS governing Board. The Principal will report directly to the CFCS Governing Board. Teachers and staff members will be accountable to the Principal on all matters and will work to uphold the school's unique mission. Administrative and clerical personnel will be hired to assist the Principal and ensure efficient operation of the school (see **APPENDIX L**).

#### **Administrator/Principal**

The CFCS Governing Board will hire an administrator to serve as its Principal with responsibility for all aspects of school effectiveness. The Principal will report directly to the CFCS Governing Board and will be responsible for upholding the charter school's unique mission by carrying out the following duties:

#### **PERFORMANCE RESPONSIBILITIES:**

- providing strong academic and instructional leadership
- guiding the development, selection, implementation and evaluation of all curriculum and instructional services and materials
- coordinating activities affecting the daily operation of the charter school
- organizing and planning staff development

- ensuring coordination of all school programs with state and federal mandates
- interpreting and implementing governing board policies, corresponding rules, and regulations
- coordinating rules for appropriate student and staff conduct
- preparing school, district, state, and federal reports as necessary
- making decisions or delegating to other school staff decisions on matters related to the operation of the school, including: budgeting, curriculum, and operational procedures
- providing assistance and direction to the staff to improve teaching and learning
- coordinating on-going monitoring and student progress
- facilitating communication among stakeholders
- selecting new employees
- evaluating teachers and non-teaching employees
- ensuring that all personnel undergo background checks and other investigations as required by law and Board policy before they are employed in the school
- arranging and contracting for negotiated services
- ensuring that the school adheres to the same health, safety, civil rights, and disability requirements as are applied to all public schools
- participating in parent/teacher progress conferences
- participating with the student in events or activities related to the Individual Graduation Plan
- attending school meetings and extra-curricular school events

- maintaining awareness of the students' attendance and conduct
- communicating with the school about any suggestions that he/she feels will improve the school.
- leading the school to make prudent decisions so that the school can excel in the SCAPCS Quality Assurance Program.

**Administrative Assistant:** An Administrative Assistants will be employed to assist the principal in maintaining effective and efficient office operations and will report directly to the Principal.

**PERFORMANCE RESPONSIBILITIES:**

The Administrative Assistant shall perform general clerical functions which may include, but are not limited to:

- entering data into the Charter School's computer system; establishing and maintaining files; typing, copying and filing correspondence and other documents; faxing; processing various bills, forms and applications; collating materials; processing mail; etc
- Assisting the Principal and other staff with special projects as assigned.
- Receiving, reviewing, preparing, and/or submitting various records and reports including various forms, logs, records, special and routine reports, requisitions, memos, correspondence, etc.
- May maintain or create bulletin boards and/or prepare the school newsletter.
- May maintain or keep safe student records, documents, school money, and safe.

**Office Assistant(s):** Office Assistant(s) may be employed to assist the school in maintaining close and consistent communication with parents, students, teachers, and community members.

- Answering the Charter School's telephone, greeting, transferring and relaying messages through school faculty/staff to parents or students, announcing or routing visitors, etc.
- Enter morning attendance into computer database
- Issue tardy slips as appropriate following school guidelines
- Generate the daily absentee list
- Other activities as needed for effective/efficient school operation

**Specialty Staff** will be employed to enhance the overall school environment and/or the Charter School's educational program. Specialty staff may include, but shall not be limited to the following: special education teachers, a physical education teacher, foreign language teacher, Library/Media/Technology teacher, and/or school nurse.

The rules and policies for the operation of the Charter School will be set forth in the school's Code of Conduct and Faculty Handbook. The Code of Conduct will be developed in the spring of 2008 by the Principal, in cooperation with the CFCS Planning Committee. The Faculty Handbook will be developed and may be based on a model used in other high performing charter schools. The employees at the Charter School will work collegially to develop a school culture that promotes leadership at all levels. The Principal will encourage and enlist teachers in the school leadership process to create a dynamic, effective, and democratic school environment. The school structure to be implemented at the Charter School will promote leadership and professional



growth opportunities as an integral part of the vision and mission of the school. An essential part of this endeavor will be site-based management which encourages the participation of the whole school team and the advice process whereby decision-makers can check with their peer group and others both regionally and nationally before taking action. Thus, the Principal will have at his/her disposal the expertise of the Board, the SCAPCS and the support staff of the SCPCSD.

A Quality of School Life Survey will be performed annually and will allow parents, teachers and older students to provide input about the school and its management. The survey results will serve as a guide for improving school services.

#### **4. Parental, Community, and Educator Involvement**

Describe the nature and extent of parental, community, and professional educator involvement in the governance and operation of the school.

Parental, community and educator involvement in the design and implementation of Calhoun Falls Charter School will be essential. Opportunities to serve on the Governing Board will give stakeholders a direct relationship to the governance and operation of the school. Each year, employees of the school and parents or guardians of students enrolled in the school will be eligible to participate in the election of the Governing Board.

Parents are a vital part of the school and we believe that the work and values taught and shared during the school day should be extended into the home. Every effort will be made to make parents partners in their children's education. An active parent/teacher partnership will be developed through monthly meetings in which the principal and several school staff representatives will attend. Parent involvement may include, but is not limited to, the following:

- Volunteering at the school by chaperoning school functions, fund raising, mentoring, tutoring, providing services and donating goods
- Assisting with extra-curricular activities, academic and athletic booster clubs
- Attending regularly scheduled Parent conferences to discuss academic progress and to develop Individual Learning Plans
- Providing a specified number of volunteer hours
- Task Forces such as: School Development, Academic Achievement, Character Education and School Finance
- Workshops for parents such as: PACT Parent Night, Technology and Curriculum

Educator involvement may include, but is not limited to, the following:

- Serving on Board committees
- Providing feedback on surveys
- Recommending curriculum implementation and participate in curriculum development
- Engaging in common planning
- Serving as liaisons in the community
- Assisting with extra-curricular activities
- Supervising of school functions and special events
- Parental education to remediate and strengthen academic and social skills

The Charter School will communicate with parents and families on a consistent basis. Parents and guardians will be made aware not only of what students need

materially, physically, and emotionally to be successful learners, but also of what students are learning and how they might learn best. Family members will be provided news and information relevant to parenting through hands-on materials and through e-mail and. The Charter School's website (eChalk) will provide parents with information about the academic programs addressed at school in each grading period, ideas about ways that they can monitor and support student learning, up-to-date information about schoolwork that is due, future test dates, current and future student projects, and links to parent-information websites that can enhance parent involvement skills.

Parents and/or legal guardians will be expected to contribute at least 30 hours per school year to the students and school's success through both "in" and "out" of school volunteer opportunities. The Charter School will ensure that these opportunities are varied and available during the day, evening and weekends to accommodate the busy schedules of the families.

Additionally, the Charter School will establish a PTA/PTO to encourage parent participation and advocacy. The organized structure of the PTA/PTO will provide program ideas, resources, support and volunteer leadership training. The Charter School, through the PTA/PTO, will establish consistent, channels of communication between parents, teachers and administrators using a variety of proven techniques and methods. All parents and guardians will be encouraged to participate in the PTA/PTO to make sure that the needs of the students and their families always come first.

Finally, student achievement will also rely on the joint efforts and teamwork of the entire Calhoun Falls community. Neighborhood businesses, local residents and others interested in our students' success will be welcomed partners at the school. The

Charter School will maintain close relationships with local business and civic groups to serve as Partners in Education. The Charter School will encourage community volunteers including local high school students and senior citizens to support our students in their quest for excellence. It is our belief that diversity will add to the strength of the Charter School, so significant efforts will be made to ensure that the school is an inclusive environment for those who want to participate. The Charter School's goal is to design programs that create a sense of cooperation, trust and shared experiences that will transcend life at school and help to improve the entire community in which we live.

Community Business involvement may include, but is not limited to, the following:

- Donating services and goods
- Mentoring, career shadowing and apprenticeships
- Participating in career awareness and career education activities
- Fund- raising partnerships
- Providing input and feedback through surveys
- Disseminating information
- Adding real life expertise to curriculum development

## **H. Administrative and Teaching Staff**

Provide evidence that the charter school will employ administrators and teachers in a manner consistent with the South Carolina Charter Schools Act and the No Child Left Behind Act of 2002.

### **1. Administrative Staff**

Provide the qualifications and/or vita of each administrative position, including the principal and guidance counselor. Identify any administrative staff members who have already been selected and attach their resumes to the application.

We will follow Section 59-4-50 of the South Carolina Charter Schools Act that states that at least one member of the administrative staff must hold current South Carolina certification in administration or have one year of experience in the field of school based administration. As a result, the planning committee has decided to seek a Principal who holds a Master's degree and experience in school-based administration and teaching. However, the School reserves the right to fill that position with the minimum requirement. An office and/or business manager will be hired for the school. This position does not fall under the No Child Left Behind legislation. Non-instructional support staff may be hired to provide receptionist, data entry, and clerical support as enrollment grows. Additional support staff/guidance is tentative and will be determined by the CFCS planning committee members.

No positions have been filled at this time.

#### 1. Teachers

Provide a list of anticipated teaching positions. Include the following information:

**a. Based on projected enrollment, CFCS will seek to employ the following teaching positions:**

The Charter School seeks to enroll sixth through twelfth grade students and expects to meet their needs with teachers with valid middle and high school level certification in the State of South Carolina. The CFCS Planning Committee is aware that a newly created charter school may hire non-certified teachers not to exceed 25 percent of its faculty and may choose to exercise this privilege. The Calhoun Falls Charter School intends to exercise this privilege for the faculty providing our electives and enrichment classes. However in accordance with the No Child Left Behind Act and guidance from the US State Department of Education about NCLB and Title I,

employment will meet the State Charter Schools Act guidelines with a minimum of 75% of all teachers having certification in their subject area.

**\*\*\*The number of teachers is subject to change as the school's enrollment increases\*\*\***

Position	Qualifications	Assurance
<p><b>Sixth Grade Teacher (2.0 FTE)</b></p> <p><b>Seventh Grade Teacher (2.0 FTE)</b></p> <p><b>Eighth Grade Teacher (2.0 FTE)</b></p> <p><b>*These teachers will teach with certification in English Language Arts, Social Studies, Mathematics, and Science</b></p>	<ul style="list-style-type: none"> <li>• <b>Minimum of a Bachelor's degree</b></li> <li>• <b>Demonstrated content knowledge by achieving a passing score on state approved certification examinations</b></li> <li>• <b>Valid South Carolina Teaching Certificate in the area of Middle Level for Grades Six through Eighth with no waivers of any requirements</b></li> </ul>	<p><b>Qualifications are in alignment with the South Carolina Charter Schools Act and the No Child Left Behind Act</b></p>
<p><b>High School Teachers (6.0 FTE)</b></p> <p><b>*These teachers will teach with certification in English Language Arts, Social Studies, Mathematics, and Science</b></p>	<ul style="list-style-type: none"> <li>• <b>Minimum of a Bachelor's degree</b></li> <li>• <b>Demonstrated content knowledge by achieving a passing score on state approved certification examinations</b></li> <li>• <b>Valid South Carolina Teaching Certificate in the content area they will teach and for grades 9-12</b></li> </ul>	<p><b>Qualifications are in alignment with the South Carolina Charter Schools Act and the No Child Left Behind Act</b></p>
<p><b>Special Education Teachers (1.0 FTE)</b></p> <p><b>*The IEP team will make decisions that identify the types of</b></p>	<ul style="list-style-type: none"> <li>• <b>Minimum of a Bachelor's degree</b></li> <li>• <b>Demonstrated content knowledge by achieving a passing score on state approved certification examinations</b></li> </ul>	<p><b>Qualifications are in alignment with the South Carolina Charter Schools Act and the No Child Left Behind Act, and change to IDEA in</b></p>

<p>services a child will need and consider staffing implications for those services</p>	<ul style="list-style-type: none"> <li>• Valid South Carolina Teaching Certificate in the area of disability with no waivers of any requirements</li> <li>• Minimum of a Bachelor's degree</li> <li>• Demonstrated content knowledge by achieving a passing score on state certification examinations or through prior experience</li> </ul>	<p>2004 requiring that special education teachers meet the "highly qualified" standards of NCLB. Qualifications are in alignment with the South Carolina Charter Schools Act and the No Child Left Behind Act</p>
<p>Specialty Teachers of Physical Education, Electives, Enrichments, and Foreign Language (2.0 FTE)</p>		

- b. Qualifications: Bachelor's degree and certification in assigned content area and meets highly qualified requirements of the High Objective Uniform State Standard of Evaluation (HOUSSE) in compliance with No Child Left Behind.**

Teachers in the core academic subjects taught at CFCS will meet the definition of "highly qualified" teachers by state and NCLB standards: minimum of baccalaureate degree with full certification in the content area and no waivers and demonstrated core content knowledge by state approved assessment (HOUSSE, high objective uniform state standard of evaluation). The core subjects according to Section 9101(11) of NCLB are English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography. The acceptable certificates meeting the "highly qualified" criteria are Initial, Critical Needs (PACE, Program of Alternative Certification for Educators), or Professional.

Paraprofessional employees who perform instructional support duties will meet the qualifications required in any school receiving Title I funding: high school diploma or GED and at least two years of study at an institution of higher education, possess an

associate degree, or demonstrate subject matter competence through a state-approved assessment.

Qualifications and experience of all faculty and staff of the school will be open to the public and considered an important part of the information shared with prospective and enrolled students and their parents/guardians. Updates on changes as they occur with regard to staffing and qualifications will be communicated in a timely manner as specified in the NCLB Act.

It is our intent to obtain the services of the finest teachers and administrators available for the Charter School. To accomplish this goal, we will disseminate materials in order to ensure that properly credentialed individuals apply for positions. Each applicant will be screened by a team of professionals trained to identify individuals suited to the philosophy of this institution.

CFCS will look for candidates with the following traits:

- Are knowledgeable, experienced, and have demonstrated competence
  - View themselves as life long learners
  - Have strong literacy skills
  - Enjoy reading to learn (and for pleasure)
  - Have diverse interests and actively pursue them
  - See themselves as inquirers, have experience teaching with an inquiry approach, or are open to learning how to use an inquiry approach
  - Have experience with or willing to learn about using technology in the classroom
- Recognize the complexity of the teacher's role



- View the teacher as decision-maker and problem solver
- Recognize the essential need to learn about each student and use the information to personalize instruction
- Use assessments to inform instruction
- Facilitate and guide their students' active learning, seldom relying on a lecture approach
- Promote interaction, independent thinking, and expression of diverse view points among their students
- Use classroom management strategies effectively to maximize student learning (e.g., well-organized physical environment, clearly defined schedule and routines, clear expectations for behavior)
- Are willing to draw on many different resources to enhance instruction, and build family partnerships
- Share underlying values of CFCS
  - Operate schools with values of integrity, justice and fun
  - High achievement for all students
  - Positive character is modeled and taught
  - A well managed school and well managed classrooms
  - Clear and explicit structure within the school and classroom
  - A safe and secure environment
  - Active student participation
  - Ongoing professional development
  - Using technology with students

- Communicate with parents to involve them in student's learning
- Strive for high standards and excellence
  - Have confidence in their own abilities and the abilities of others
  - Set high standards for themselves and others
  - Go the “extra mile” to achieve excellence
  - Are open to a non-traditional work schedule when it means accomplishing the task at hand (e.g., working late, working occasional weekends, working during the summer months with compensation)
- Collaborate effectively with others
  - Interact well with leadership
  - Interact comfortably with members of the faculty and staff
  - Can be a leader and follower
  - Work well with parents and are comfortable with parent involvement
  - Are willing to work with others to solve problems
- Are upbeat
  - Have a positive attitude
  - Are enthusiastic and energetic
  - See problems as challenges worth tackling

**c. Special education teachers will have certification consistent with the state regulations.**

Teachers of Exceptional Children will meet the definition of “highly qualified” standards of NCLB with a minimum of bachelor’s degree with certification in the

disability area with no waivers and demonstrated content knowledge by state approved certification examinations.

## **I. Racial Composition**

Describe how the charter school intends to ensure that the enrollment of the school is similar to the racial composition of the school district or the targeted student population. Include an assurance that the school will comply with any desegregation plan or order in effect in the school district.

CFCS will seek to achieve a racial/ethnic balance that approximates the demographic profile of the SCPCSD. This will be accomplished through an extensive public information campaign that provides widespread notification throughout all segments of the community. CFCS has received a letter from the SCPCSD indicating that there is no current desegregation order (see **APPENDIX O**).

### **1. Racial Composition**

Indicate the racial composition of the school district and the racial composition of the student population the school intends to target.

The racial composition of the Calhoun Falls Charter School will not differ from that of the SCPCSD by more than 20%. The most recent racial composition for the statewide charter school district indicates 29% minority.

### **2. Policies and Procedures**

Describe the policies and procedures for recruiting students. Explain how the recruiting procedures can be expected to result in a pool of student applications that is similar to the racial composition of the school district or the targeted student population.

Recruitment and further publicity will begin as soon as the charter application is approved by the school board. Calhoun Falls Charter School will assume full responsibility for the recruitment of its students and will adhere to the racial requirement

as addressed in Section 59-40-60 (8) of the South Carolina Charter School Law. In order to ensure that all of the County's various population groups are informed about the Charter School, CFCS will broaden its community outreach. As is fitting with public schools and more specifically with charter schools, CFCS is committed to open recruitment regardless of race, disability, ethnicity, or gender. It is our belief that diversity will add to our strength.

The Charter School will host community informational meetings at various times and locations throughout Calhoun Falls, Abbeville County and surrounding counties **(APPENDIX T)**. Enrollment applications will be disseminated at all meetings and informational sessions and will accompany all brochures. We hope to further accomplish broad reaching publicity by utilizing local newspapers, radio and television as well as various community newsletters. In addition, we will continue to canvass neighborhoods, attend community functions, post informational flyers, and update our Charter School website. CFCS will make every effort to both populate and celebrate a diverse school family.

Examples of proposed meeting locations include churches, community centers, housing projects, local businesses, and schools. Brochures will be made available to the public in locations such as the area chamber of commerce, local real estate agencies.

Approximately one month before applications are due, deadline date reminders will be issued through the media, including the local newspaper and radio stations, newsletters, and notices posted throughout the Calhoun Falls area.

The SCPCSD is not currently under any desegregation plan or order. Should the District be placed under such an order during the operation of the Calhoun Falls Charter School (ICFCS), we will respond as directed by the order. **APPENDIX O** is a statement from Dr. Barbara Nielsen, Superintendent of the SCPCSD, indicating that CFCS will not be subject to a desegregation plan or order.

## **J. Transportation**

### **1. Transportation Needs**

Calhoun Falls Public Charter School (CFPCS) does not intend on providing transportation. We will coordinate with the Parent Organization in establishing a carpool system to ensure that our students are transported to and from school on a daily basis.

Transportation will not be a barrier to attendance at our school; accordingly, we have appropriated funds in our budget for contingency transportation requirements.

### **2. School Bus**

We will not provide transportation via schools busses.

### **3. Contracted Services**

We do not intend to contract with the local school district, our sponsor, or a third party for transportation services.

### **4. Special Needs Students**

Our special needs students will be given access to a free and appropriate public education and related educational services – including transportation.

Federal Public Law 94-142 and Chapter 33 of Code of Law of South Carolina 1976: Title 59 (Sections 59-33-10 through 59-33-110) will govern.

As mandated, our students with special needs will be provided transportation as necessary. The student's IEP (Individualized Education Plan) will specify any special circumstances (equipment, supervision, vehicle type, etc.) that will be provided to meet the student's needs.

## **K. Facilities and Equipment**

Describe the charter school's building, facilities, and equipment and explain how they will be obtained.

### **1. Identified Facility**

If a facility is identified at the time of application, include the following:

- a. the address of the facility;
- b. a description of the facility;
- c. a floor plan of the facility, including a notation of its size in square footage as it relates to projected enrollment;
- d. the name and address of the owner of the facility;
- e. a copy of the proposed lease or rental agreement if the facility will be leased or rented; and
- f. documentation from the Office of School Facilities stating that the facility meets the appropriate codes or evidence that the charter school committee is working with an architect and/or the Office of School Facilities to correct any deficiencies.

### **1. Identified Facility**

On January 29, 2008 the Abbeville School District Board of Trustees unanimously approved a motion to transfer the deed of Calhoun Falls High School Building and associated property to the Town of Calhoun Fall (**APPENDIX U**). The District will make an effort to complete the transaction by August 1, 2008 and no debt will be assumed by the Town of Calhoun Falls.

The Town of Calhoun Falls has already entered into a memorandum of agreement to lease the building and property to the Calhoun Falls Charter School Planning Committee for a lease payment of \$1.00 per year (**APPENDIX V**).

A legal description of the property, with exact floor and site plans, along with a current certificate of occupancy is included in (**APPENDIX W**).

<b>Key Action Steps</b>	<b>Completion Date</b>
Award of Charter	05/01/08
Acquire/Lease facility and perform renovations if necessary	07/03/08
Recruit and hire Principal	05/30/08
Recruit and hire Administrative Assistant	05/31/08
Complete Marketing Plan and materials	04/01/08
Market school to prospective students and parents	04/01/08
Order, complete arrangements to set up facility	05/30/08
Recruit, complete hiring of faculty	07/07/08
Begin/develop/ complete Board Policy & Procedures	07/31/08
Begin/develop/ complete Personnel Handbook	07/31/08
Begin/develop/complete Student Handbook	07/31/08
Begin/develop/complete Curriculum Guides implementation	07/31/08
Begin/develop/complete textbook/instructional materials list	07/31/08
Complete required steps for learning disabled & LEP students	07/31/08
Complete student at-risk processes (if applicable)	07/31/08
Conduct lottery and notify parents about status thereafter	07/31/08
Plan, organize, conduct teacher/staff in-service	08/01/08
Notify appropriate entity of enrollment & collect student info.	08/01/08
Organize/implement/complete technology orientation program	08/01/08
School Begins	08/21/08
Organize/implement community partnerships	Ongoing
Organize/implement/complete parent involvement processes	Ongoing
Organize/implement/complete professional development	Ongoing

### **3. Equipment**

Describe the equipment that will be used to support the proposed curriculum and explain how the equipment will be obtained.

Equipment that will be used to support the curriculum will be desks, chairs, text books, library books, student desks, office furniture, teacher desks, computers, bookshelves and all other materials currently housed in the proposed facilities that will be leased to the Charter school. Discussions are currently underway with the Abbeville County School District for either the donation or lease/purchase of many of these items that currently exist at Calhoun Falls High School. All necessary items and materials will be included in the agreement or purchased.

## **L. Employee Relations**

Explain the relationship that will exist between the charter school and its employees, including evaluation procedures.

### **1. Employment Process**

Describe the process that will be used to advertise for, select, and employ instructional staff and other employees.

In accordance with Section 59-40-60 of the South Carolina Code of Laws, the Charter Committee has elected to contract with SCAPCS to assist in the recruitment and hiring of employees on its behalf. The Charter Committee and/or Board retains oversight authority over the employment of all teachers and non-teaching employees by retaining the absolute approval right to hire all employees and make all personnel decisions. The Charter Committee has the right and responsibility to:

- send a representative of the Board and/or Charter Committee to serve on the interview committee
- approve each principal recommended for hire by SCAPCS
- approve all the employees that the Principal brings to them as a slate of candidates
- retain the absolute authority over the employment, transfer, and dismissal of any employee

CFCS will obtain the services of the finest teachers available. To accomplish this, SCAPCS will disseminate materials in order to ensure that properly credentialed individuals apply. In order to recruit and retain the best qualified staff, the school will advertise and/or use the following:

- Education Week
- Local Newspapers
- Teachers.com
- CareerBuilders.com



- CERRA
- University/College Fairs
- Local School District Teacher Fairs

Each applicant will be screened by a team of professionals trained to identify individuals suited to our philosophy. Face to face interviews, and if possible, analyzing teacher portfolios and teacher classroom demonstrations are also part of the interviewing process. Extensive background reviews are done to verify past experiences and insure the safety of our children. This includes fingerprinting of all employees and others serving in an official capacity.

The teachers will be certified as required by South Carolina Statutes and meet the highly qualified guidelines established by the No Child Left Behind Legislation. We may employ or contract with skilled, selected non-certified personnel to provide institutional services or to assist instructional staff members as teacher aides in the same manner as defined in South Carolina Statutes 1002.33(7) (a) 14.

We will not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state, as per South Carolina Statute.

We reserve the right to mandate whatever testing of employees is deemed necessary to protect the students. We will not violate the anti-discrimination provisions of The South Carolina Education Equity Act

## **2. Teacher Evaluations**

Describe in detail the procedure that will be used for the evaluation of teachers.

The CFCS will use the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The ADEPT program includes components for student teachers and teachers employed under the induction, provisional, annual and continuing contracts.

The Principal and educational support staff will conduct frequent informal teacher observations to identify strengths and professional growth targets. Additionally, the Principal will formally observe teachers in the classroom either twice or four times a year, depending on the teacher's level of experience. Informal collegial dialogue about systemic improvement of student work will be ongoing throughout the year. The Principal will be responsible for directing performance improvement or taking disciplinary action for Charter School employees. SCAPCS educational experts will assist the CFCS governing board in designing and implementing a professional evaluation of the Principal once a year.

The timeline, process and forms utilized will be shared with staff at the beginning of the school year. Topics central to each evaluation will include: how to improve the implementation of the curriculum and the assessment program, improving classroom management, curriculum mapping, using data, and improving the methods that will be utilized to monitor these programs. Teachers will maintain daily and weekly lesson plans that will be monitored by the administration and reviewed during teacher conferences. All staff will develop annual performance plans that will become part of the evaluation process.

### **3. Terms and Conditions of Employment**

Explain how the school will address its employment policies with affected employees.

Extensive background reviews, including criminal background checks, will be done to verify past experiences and insure the safety of our children. This will include fingerprinting of all employees and others serving in an official capacity. The Charter School reserves the right to mandate whatever testing of employees is deemed necessary to protect the students.

We will require all of our teachers to provide the school a copy of their teaching certificate. In addition, as part of the background check we perform on all new employees, we will confirm that their certification is valid within the state of South Carolina. The school will not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is suspended or revoked by South Carolina or any other state.

All Charter School employees will be employed by the CFCS Governing Board. Teachers' salaries will take into consideration their experience, education, and past employment history. Guidelines for the anticipated salaries are set forth in the financial projections for the school. Staff will be hired on a year-to-year basis, with contract extensions recommended on an annual basis. The Principal will formally evaluate all teachers at the end of each school year to determine whether the quality of their performance is sufficient to continue as the Charter School's employees.

Should the Charter School experience a decrease in enrollment that necessitates a reduction in staff, certain contracts would not be renewed for the following year.

All employees will be paid on a bi-weekly basis with a one-week waiting period. The Charter School will use a payroll processing company to manage the processing of W-2 forms and paychecks for employees of the Charter School. Direct deposit will be

offered to all employees. All employee files will be maintained by the Charter School in the central office; copies of the original paperwork will be placed in employee files at the Charter School. The Charter School will manage time sheets for employees who are hired on an hourly basis.

The appeals process to be used to resolve Charter School employee and stakeholder complaints or grievances will be based on the chain of command established at the school. A teacher will meet with the Principal to address a concern; if necessary, the Principal will inform the Charter School Governing Board for review. The policies and procedures for resolving complaints will be presented at orientation meetings, PTA/PTO, and Open Houses. All complaints and grievances will be addressed in a timely fashion.

The Charter School will comply with the provisions of Title 29, Code of Federal Regulations, Part 1903.2 (a)(1) and will place all the requisite Occupational Safety and Health Administration posters and related information in conspicuous areas, such as the Faculty Lounge and the main office of the Charter School.

In addition, teacher qualifications are placed in the schools newsletter and distributed to parents. Qualified/certified teachers teaching out-of-field will be taken before the CFCS Governing Board for a waiver prior to FTE Survey 2 and 3. These teachers' qualifications are also put in the parent newsletter.

For year one, our targeted staff size for 266 students is 14 classroom teachers. Our staffing plan is to have one fully certified teacher for each core classroom and selected elective teachers. Our projected student to teacher ratio is an average of 19:1 for all grade levels.

In order to retain qualified staff, our philosophy is to provide professional development/in-service. This in-service is provided by teachers at the site to educate other teachers at the school. Opportunities for professional development are an important component. Teachers receive pre-planning in-service prior to the start of the school year, with a focus on delivering a curriculum based on the SC Academic Standards and the development of integrated content units. On-going in-service and support will be provided throughout the school year in response to needs assessments completed by teachers as well as needs identified by the CFCS Governing Board. Teachers are educated to identify and respond to different learning styles. Knowing their own learning styles and those of their students enables teachers to implement a variety of teaching strategies and assessments and ensures the academic success of all students.

### **Objectives**

The objectives of our professional development program enable teachers to:

- Work effectively with all their students;
- Teach an integrated curriculum;
- Recognize and use different learning styles;
- Make productive use of all the resources that are provided to them.

On-Site Professional Development for Teachers - Scheduled professional development activities occur at our Charter School. The first five days prior to school opening is when teachers receive education in the area of curriculum content, and methodology. The focus is on student achievement and an increase in overall academic performance.

## Methods

Calhoun Falls Charter School will organize staff workshops, seminars, interest group sessions, and individual sessions as appropriate for the topic, the school, and the faculty. We will encourage and provide funds for teachers to attend professional conferences related to their teaching responsibilities. Professional development involves all within the school and input as to needs is actively solicited from teachers and administrators. The most qualified individuals conduct professional development sessions.

## Topics:

Our professional development program focuses on:

- Building capacity for systemic improvement of teaching and learning
- Developing the instructional competencies essential to a standards-based curriculum
- Creating a shared vision of a collegial learning community
- Unity building for faculty in a new school
- The methods of teaching and learning in an integrated curriculum
- Recognizing different learning styles and planning lessons that incorporate them
- Competencies, standards, and skills in the curriculum
- Assessment: How to design and use assessment methods to determine if a skill has been learned, a standard has been met, and/or a competency has been mastered
- Classroom management techniques for a productive classroom
- The art of establishing productive relationships with parents.

In addition to professional development, the in-service education prior to the beginning of school will include an introduction to the rules, procedures, and policies and the applicable district, state, and federal rules and regulations that school-site personnel need to know. The principal will review the Employee Handbook with the faculty and discuss such issues as attendance procedures, classroom management, fire

drill procedures, the reporting of suspected child abuse or neglect, and “safety nets” for students with needs preventing success in school (see **APPENDIX M**).

## **Schedule**

Professional development will continue throughout the year in formal and informal structures. During the first week before the first classes meet, the principal will schedule half-day workshops to prepare teachers for the year to come while providing time for their individual needs in preparing their classrooms.

During the school year, professional development sessions will be conducted during scheduled professional development days. The sessions offer follow-up on topics covered during the opening meetings, respond to needs for additional or new training, and cover special interests that emerge during the year.

At the end of the school year, sessions will be held to consider the past year; in order to determine the needs for and structure of professional development in the school year to come.

## **M. Grievance and Termination Procedures**

Include a reasonable grievance and termination procedure for the charter school’s employees.

### **1. Teacher Employment and Dismissal Procedures**

- a. If the school will adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. § 59-25-410 *et seq.* (1990), include a letter of agreement from the local school district.**

CFCS will not adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. § 59-25-410 *et seq.* (1990).

- b. If the school does not adopt the procedures outlined in S.C. Code Ann. § 59-25-410 *et seq.* (1990), explain the school’s employment and**

**termination procedures that will provide for notice and a right to a hearing before the governing board.**

CFCS will maintain a high standard of excellence and a formidable code of ethics to ensure the safety and well being of the students. We expressly reserve the right to discharge employees after exhausting an internal due process hearing. We will include in the employment contract thorough, consistent and even-handed termination provisions that include appropriate due process procedures. Violation of the following will result in immediate disciplinary action ranging from verbal warning to termination: absenteeism and tardiness; poor performance; insubordination; violation and/or lack of enforcement of school rules; breach of confidentiality; theft; harassment; misuse of property; fraud, dishonesty and false statements; threats and weapons in the workplace and substance abuse. This is a partial list, so there may be other circumstances for which employees may be disciplined, up to and including immediate termination.

CFCS retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. Employees of CFCS are at-will employees of the CFCS Governing board and can be terminated at any time, without resorting to any type of discipline. The Charter School does not have to use any of the following steps of discipline, and does not have to use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the Charter School:

- Verbal warning.
- Written warning.



- Final warning and/or probation
- Termination

The employee's right to a hearing before the Governing Board is described in the next section. The Calhoun Falls Charter School's Governing Board has the ultimate authority to approve the hiring and firing of any and all employees. It also has the responsibility to hear employee grievances.

## **2. Employment and Dismissal Procedures for Administrative, Paraprofessional, and Non-teaching Staff**

In the interest of effective personnel management, the administration and Board recognizes the need for a personnel grievance procedure to provide prompt and effective means of resolving any differences that may arise among our personnel, be it between employees or between employees and administrators. Grievance procedures will be available to all employees, including teachers, paraprofessional staff and non-teaching staff to ensure that differences are resolved as efficiently and fairly as possible.

The purpose of the following procedure is to settle personnel grievances and complaints as quickly and at a level as close as possible to the points of their origin; therefore, there will be no extension of the prescribed time for moving through the grievance procedure except upon a compelling showing of good cause as determined by the CFCS Board in its sole discretion. All appeals for such extension of time will be submitted to the Chairperson of the School's Personnel Committee. Proceedings will be informal and confidential whenever possible.

### **Grievance Procedure**

1. The Calhoun Falls Charter School ("the School") does not follow the statutory provisions of Article 5, Chapter 25 of Title 59 of the South Carolina Code of

Laws, (1976 as amended), concerning the Employment and Dismissal of Teachers.

2. All employees of the School are considered employees at will, as defined by the laws of the State of South Carolina unless modified in writing by contract and approved by the Board.
3. The School has adopted the following Grievance and Hearing Procedure for the employees of the School. The Procedure is as follows:
  - a. School employees are encouraged to discuss any concerns regarding his or her employer with the employer's immediate supervisor. This discussion should occur within ten working days after the event/action which results in the grievance.
  - b. Should any issue arise between an employee and the immediate supervisor, including, but not limited to performance evaluations and decisions to terminate the employee's services, that cannot be resolved, then the employee may reduce his or her concerns in writing and submit this writing to the school's Principal or the Principal's designee.
  - c. The Principal or the Principal's designee will meet with the employee within a reasonable time to attempt to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee by the Principal or the Principal's designee within a period not to exceed ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.

- d. If the employee is not satisfied with the proposed resolution, then he or she may appeal the proposed resolution to the school's Board of Directors ("the Board"). Such appeal must be filed with the Board in writing within five working days of receipt of the proposed resolution. This appeal must contain the following documents: 1) a copy of the original writing stating the dispute, 2) a copy of the meeting summary and the proposed resolution, and 3) a written statement prepared and signed by the employee stating the specific reasons why the proposed resolution is unacceptable. The appeal must be delivered to the Board's legal counsel, and the employee shall be given the name of the Board's current legal counsel upon request.
- e. Legal counsel shall select three members of the School's Personnel Committee to review the appeal. This panel, in its sole discretion, may conduct any additional investigation that it deems necessary, including, but not limited to, interviews of the Principal, the employee or any other potential school employees.
- f. The panel shall complete its investigation and submit its findings and conclusions to the Board's legal counsel within thirty days of appointment to the panel.
- g. The Board's legal counsel shall present the panel's findings of facts and conclusions to the full board at the next scheduled board meeting. The Board shall then decide what action, if any, that it will take concerning this appeal. The employee shall receive the Board's decision in writing, and a

summary of any actions that will be taken by the Board, the Principal, or the Principal's designee. The Board shall also provide a copy of the decision to the Principal.

- h. The Board will hold a hearing to hear the appeal; the employee shall be given written notice of the time, date and place of the hearing.
  - i. The Board will attempt to respond to any appeal filed within thirty days upon receipt of any appeal. However, the Board shall respond to all appeals within forty-five days of receipt. To comply with this time limitation, the Board may call a special meeting for the limited purpose of issuing its decision concerning the appeal.
- 4. This procedure shall be kept as informal and confidential as reasonably possible.
  - 5. No person associated with a grievance shall be the object of administrative reprisal, sanction, or penalty of any kind for either activating or participating in the grievance procedure.
  - 6. The procedure prescribed herein shall be adhered to in processing employee complaints under Title I of the Education Amendment of 1972 (Sex Discrimination).
  - 7. Because of the Board's desire to resolve grievances and appeals as quickly as possible, there will be no extension of the prescribed time contained in this procedure without a compelling showing of good cause.

#### **N. Student Conduct, Rights, and Responsibilities**

Include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures.

## 1. Student Conduct

Describe the school's policy that governs student conduct, setting clear expectations for student conduct. Include any disciplinary actions to be taken by the administration for breaches of the student conduct policy.

CFCS students accept academic rigor as the main focus of their school experience and seek the challenge to learn and to grow. A certain level of conduct, student rights, and student responsibilities come with being a student at CFCS. The school will give each student a Calhoun Falls Charter School Student Handbook patterned after the Students' Rights and Responsibilities Handbook of Abbeville County School District at the beginning of the year. The handbook outlines expectations and consequences in all aspects of life as a CFCS student.

An CFCS student is expected to:

- Be respectful of other students, faculty, staff, administration, parents, visitors, and members of the community
- Be respectful of school property and campus facilities.
- Be responsible for learning - the student's primary responsibility.
- Be prepared and complete homework assignments.
- Take student planning aids to each class daily.
- Take paper and pencil to class daily.
- Take appropriate textbooks to each class daily.
- Know which classes require special materials and supplies.
- Be responsible for taking those materials to each appropriate class.
- Put forth the best effort at all times.

Other Student Responsibilities include behaviors that create a(n):

- Atmosphere in the classroom conducive to learning without behaviors that disrupt.
- School atmosphere in which students can expand their minds and grow in wisdom.
- Safe environment in which to learn and study.

**Parent/Guardian Involvement:**

If students are to succeed in school, the home and school must work together. Because parents/guardians/family teachers are partners in their child's education, CFCS reaches out to involve them. Parents/guardians/family teachers must take part in decisions affecting their child. As partners in education, they have certain rights and responsibilities.

Parents'/guardians'/family teachers' rights include:

- Knowing what is expected of their child;
- Knowing what and how their child is being taught;
- Knowing, on a timely basis, what progress their child is making;
- Being informed when their child experiences difficulty;
- Seeing their child's school records;
- Visiting the school and talking to teachers and administration;
- Assisting and participating in educational decision-making; and
- Being treated with courtesy and respect by school personnel.

Parents'/guardians' responsibilities include:

- Sending their child to school rested, clean, nourished, and ready to learn;
- Ensuring their child attends school regularly and arrives on time;
- Being aware of their child's class assignments, progress and problems;

- Maintaining continuing contact with their child's teachers and with Administration;
- Reinforcing at home the importance of acquiring the knowledge, skills, and values needed to function in society;
- Volunteering time, skill, and resources when needed and when possible;
- Taking part in school and community programs that serve to empower them through participation in making educational decisions; and
- Responding to communications from CFCS, including mail-outs and Web page postings.

Our administration will facilitate parent involvement and assists parents in locating and utilizing resources in the community. Parents and staff will work together to ensure every child's potential.

### **SCHOOL POLICIES, RULES, AND REGULATIONS**

The Calhoun Falls Charter School will adopt the current Abbeville County School District's discipline policies as the core of its discipline policy, including those dealing with due process (**APPENDIX P**). CFCS will adopt and abide by all current student policies set forth by the South Carolina Board of Education. The Charter School will follow the SCPCSD's procedures for recording student attendance. When truancy issues arise, we will follow the current Abbeville County School District's discipline policies and take the appropriate steps to correct unacceptable behavior. When a student is subject to long-term suspension (more than ten [10] school days) or expulsion, the Charter School will follow the procedures set forth in the current Abbeville County School District's discipline policies. If a hearing is requested, the Charter

School may contract with a retired administrative judge from the community or other appropriate people to serve as third-party mediators on the hearing panel. None of the panel members will be employees of the Charter School or will have a student enrolled at the Charter School.

Behavioral as well as academic conditions will be required for student participation in extracurricular activities. Special needs students will be disciplined according to their IEPs and modifications will be made in school activities if applicable. Newsletters, interim reports, report cards, and e-mail will be used to assist teachers and administrators in maintaining communication with parents and families. In addition, student behavior will be monitored through day-to-day interaction with peers, teachers, and administrators.

## **2. Students with Disabilities**

Include the school's policy on suspension and expulsion of students with disabilities.

Students who have been identified as handicapped or disabled are not exempt from the rules regarding behavior as outlined above. However, CFCS School's policy on suspension and expulsion of students with disabilities will adhere to the specific procedures for disciplinary actions that involve students with disabilities as outlined in the IDEA 1997 Amendments. The following guidelines will be implemented for compliance:

- School personnel can remove a student with a disability for 10 consecutive days or less at a time for a violation of the school code of conduct (to the same extent applied to children without disabilities). School personnel can



immediately remove up to 10 consecutive school days or less, the same child for separate incidences of misconduct.

- School personnel can also order a change of placement of a child with a disability to an appropriate interim alternative educational setting for up to 45 days for possession of weapons or drugs or the solicitation or sale of controlled substances while at school and school functions.
- If school personnel believe that a child is dangerous to himself or others, they can ask a hearing officer in an expedited due process hearing to remove a student to an interim alternative educational setting for up to 45 days.
- 45-day interim alternative educational placements can be extended in additional 45-day increments if the hearing officer agrees that the child continues to be substantially likely to injure himself or herself or others if returned to his or her prior placement.
- School personnel can remove a child with a disability, including suspending or expelling for behavior that is not a manifestation of the child's disability, to the same extent as is done for children without disabilities, for the same behavior.
- School personnel can report crimes to appropriate law enforcement and judicial authorities.

School personnel can always ask a court for a temporary restraining order in order to protect children or adults from harmful behaviors. {See IDEA Regulations 300.519-529 and 521(d)}.

### **3. Student Rights**

Describe the school's appeals process for students recommended for expulsion, which must include a right to appeal a decision to the charter school's governing board.

The appeals process for students recommended for suspension and expulsion will follow those defined in the Abbeville County School District's Board Policies. The right to appeal a decision to the charter school's governing board is addressed. The terminology "board" in the policy will reference the charter school's governing board. The hearing officer referenced in the policies will be appointed by the charter school's Governing Board.

#### **4. Parental Notification**

Include the explanation of the student conduct, rights, and responsibilities policies that will be given to parents and to students at the beginning of the school year.

Calhoun Falls Charter School will follow the CFCS Code of Student Conduct. Students and parents will receive a CFCS Student Handbook at the beginning of the year. Parents/guardians and students will sign a form acknowledging receipt of the book and understanding of and consent to the discipline code in it. Expectations, as well as student rights and responsibilities, including the right to appeal, will be discussed during student orientation and in advisory seminars at the beginning of the school year.

After the first year, a task force of: School Administration, Governing Board members, Teachers, Parents and Students will have the opportunity to revise the Student Handbook. The purpose for revising the Student Handbook, using a task force of stakeholders, is to allow all participants to take ownership and responsibility for the success of the Charter School.

#### **O. Indemnification**

Include a statement assuming the liability for the activities of the charter school and an agreement to hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

Calhoun Falls Charter School assumes the liability for the activities of the charter school and agrees to hold harmless the SCPCSD, its servants, its agents, and employees from any and all liability, damage, expense, causes of actions, suits, claims, or judgments arising from injury to persons or property or otherwise that arise out of the act, failure to act, or negligence of the CFCS charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

## **P. Insurance**

Describe the types and amounts of insurance coverage to be obtained by the charter school.

### **SEE APPENDIX N**

#### **1. Worker's Compensation Insurance**

The application must include a description of worker's compensation insurance and amounts and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

Our Charter School will arrange for all necessary and applicable insurance policies for the School. The Charter School will procure these insurances in the following categories and amounts:

- Errors and Omissions Insurance - \$3 million
- Officers and Directors of Liability Insurance- \$3 million
- Fidelity Bonds - \$1,000,000 (crime insurance)
- Commercial General Liability Insurance - \$2 million with \$9 million umbrella

- Automobile Liability Insurance – \$1,000,000
- Employees Liability Insurance
  - Bodily injury by Accident - \$100,000
  - Bodily injury by Disease - \$500,000 (policy limit)
  - Bodily injury by Disease - \$100,000 (each employee)
- Property – Dependent upon facility and contents

Where applicable, the SCPCSD will be named as an additional insured. The school will carry the necessary workers' compensation insurance and unemployment compensation insurance.

The charter school's administrators and Governing Board will be appropriately bonded. The levels of insurance and bonding described in the petition will remain in effect throughout the term of the charter, unless changed by a charter amendment.

The insurance company providing coverage has a rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company. Complete policy binders detailing the terms and conditions of the policies will be provided to the SCPCSD upon request.

## **2. Liability Insurance**

The application must include a description of liability insurance and the amounts to be obtained by the charter school and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance. The minimum policy must cover the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2002)).

General Liability will be provided by the Insurance People of Carolina, a licensed insurance carrier in the State of South Carolina. These policies are designed to match

or exceed the minimum limits required by the South Carolina Tort claims Act S. C. Code Ann. 15-78-120 (Supp.2002). The estimated cost is included in **APPENDIX N**.

### 3. Property Insurance

The application must include a description of the insurance to cover loss to the school building and contents for fire and theft and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

Property insurance will be provided by the Insurance People of Carolina.

Estimated cost is included in **APPENDIX N**.

### 4. Indemnity Insurance

The application must include a description of indemnity insurance against civil and criminal liability for the charter school to protect the sponsor, the members of the board of the sponsor, and the employees of a sponsor acting in their official capacity with respect to all activities related to the charter school. A statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance must also be included.

Indemnity insurance will be provided by the Insurance People of Carolina. The estimated cost is included in **APPENDIX N**.

### 5. Automobile Insurance

The application must include a description of automobile insurance, both property and liability insurance, and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

Automobile insurance can be provided on a hired and non-owned basis. Sample coverage that can be added to the commercial package is included in **APPENDIX N**.

### 6. Other Insurance

Indicate whether the charter school will obtain any other type, or types, of insurance. For each additional type, include a description and estimated cost of coverage.

Umbrella insurance will be provided by the Insurance People of Carolina.

Estimated cost is included in **APPENDIX N**.

*Calhoun Falls Public Charter School*  
Five-Year Budget

Academic School Year Number of Students				2008-2009 266	2009-2010 285	2010-2011 304	2011-2012 323	2012-2013 342
FND	REVENUE	Revenues						
1	100	1920	Contributions & Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	100	1999	Fundraising	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	100	3100	State Restricted Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	100	3313	Education Finance Act (Elementary)	\$359,024.19	\$435,616.02	\$517,760.75	\$605,780.08	\$630,011.28
5	100	3314	Education Finance Act (High School)	\$596,216.01	\$620,064.65	\$644,867.24	\$670,661.93	\$784,674.45
6	100	3316	Education Finance Act (SP)	\$93,434.96	\$104,127.57	\$115,526.10	\$127,669.90	\$140,572.15
7	100	3323	Education Finance Act (LD)	\$171,133.50	\$190,717.87	\$211,595.16	\$233,837.50	\$257,469.00
8	200	4000	Federal Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	201	4310	Title 1	\$94,451.28	\$103,728.60	\$113,410.24	\$123,511.97	\$134,046.90
10	252	4320	Planning & Implementation Grant	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11	300	3500	Education Improvement Act (EIA)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12	600	1610	Lunch Sales to Pupils	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13	600	4810	USDA Reimbursement - School Lunch	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14	700	1700	Pupil Activity	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15	900	3100	State Restricted Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
16	900	3600	Education Lottery Act (ELA)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
17			<b>Total Revenue</b>	<b>\$1,314,259.94</b>	<b>\$1,454,254.70</b>	<b>\$1,603,159.49</b>	<b>\$1,761,461.37</b>	<b>\$1,946,773.79</b>

*Calhoun Falls Public Charter School*  
Five-Year Budget

Academic School Year Number of Students				2008-2009 266	2009-2010 285	2010-2011 304	2011-2012 323	2012-2013 342	
FND	FCT	OBJ	Instruction Expenditures						
18	100 / 201	110	110	Teacher Salaries	\$532,000.00	\$589,950.00	\$651,312.00	\$716,231.76	\$784,908.00
19	100 / 201	110	120	Substitute Pay	\$5,000.00	\$5,150.00	\$5,304.50	\$5,463.64	\$5,627.54
20	100 / 201	110	210	Group Health & Life Insurance	\$50,400.00	\$56,160.00	\$62,300.16	\$68,841.69	\$75,806.87
21	100 / 201	110	220	Employee Retirement	\$18,620.00	\$23,598.00	\$29,309.04	\$35,811.59	\$43,169.94
22	100 / 201	110	230	Social Security	\$41,080.50	\$45,525.15	\$50,231.16	\$55,209.70	\$60,475.97
23	100 / 201	110	260	Unemployment Compensation Tax	\$6,664.00	\$3,808.00	\$4,046.00	\$4,284.00	\$4,522.00
24	100 / 201	110	270	Worker's Compensation Tax	\$3,759.00	\$4,165.70	\$4,596.32	\$5,051.87	\$5,533.75
25	100 / 201	110	311	Instructional Services	\$24,000.00	\$27,075.00	\$28,880.00	\$30,685.00	\$32,490.00
26	100 / 201	110	410	Instructional Supplies	\$31,000.00	\$38,000.00	\$40,000.00	\$45,000.00	\$50,000.00
27	100 / 201	110	446	Instructional Software & Supplies	\$5,000.00	\$5,200.00	\$5,500.00	\$6,000.00	\$6,500.00
28	100 / 201	110	540	Instructional Equipment	\$24,000.00	\$27,000.00	\$30,000.00	\$40,000.00	\$40,000.00
29	100 / 201	110	545	Instructional Cap Computers	\$15,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
30	100 / 201	110	546	Instructional Cap Software	\$5,000.00	\$7,500.00	\$8,000.00	\$8,000.00	\$8,000.00
31	100	120	110	Exceptional Teacher Salaries	\$38,000.00	\$39,330.00	\$40,706.55	\$42,131.28	\$43,605.87
32	100	120	210	Group Health & Life Insurance	\$3,600.00	\$3,744.00	\$3,893.76	\$4,049.51	\$4,211.49
33	100	120	220	Employee Retirement	\$1,330.00	\$1,573.20	\$1,831.79	\$2,106.56	\$2,398.32
34	100	120	230	Social Security	\$2,907.00	\$3,008.75	\$3,114.05	\$3,223.04	\$3,335.85
35	100	120	260	Unemployment Compensation Tax	\$476.00	\$238.00	\$238.00	\$238.00	\$238.00
36	100	120	270	Worker's Compensation Tax	\$266.00	\$275.31	\$284.95	\$294.92	\$305.24
37	100	120	410	Exceptional Supplies	\$4,000.00	\$5,000.00	\$7,000.00	\$9,000.00	\$10,000.00
38	100	120	446	Exceptional Software & Supplies	\$500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
39	100	120	540	Exceptional Equipment	\$1,500.00	\$1,800.00	\$1,800.00	\$1,800.00	\$1,800.00
40	Total Instruction Expense				\$814,102.50	\$909,101.11	\$999,348.28	\$1,104,422.55	\$1,203,928.85



*Calhoun Falls Public Charter School*  
Five-Year Budget

Academic School Year Number of Students				2008-2009 266	2009-2010 285	2010-2011 304	2011-2012 323	2012-2013 342
FND	FCT	OBJ	Support Services Expenditures					
41	100	213	313 Nurse Services	\$10,000.00	\$12,000.00	\$12,480.00	\$12,979.20	\$13,498.37
42	100	214	313 Psychological Services	\$9,000.00	\$10,000.00	\$12,000.00	\$12,000.00	\$12,000.00
43	100	215	313 Exceptional Program Services	\$24,000.00	\$24,960.00	\$35,000.00	\$40,000.00	\$40,000.00
44	100	212	395 Guidance Services	\$22,000.00	\$22,660.00	\$25,000.00	\$27,000.00	\$30,000.00
45	100	222	410 Library Supplies	\$5,000.00	\$5,000.00	\$7,000.00	\$9,000.00	\$10,000.00
46	100	222	430 Library Books	\$7,000.00	\$7,000.00	\$9,000.00	\$10,000.00	\$10,000.00
47	100	222	540 Library Equipment	\$5,000.00	\$5,000.00	\$10,000.00	\$12,000.00	\$15,000.00
48	100 / 201	224	312 Instructional Staff Development	\$10,000.00	\$10,300.00	\$12,000.00	\$14,000.00	\$16,000.00
49	100	231	318 Audit Services	\$0.00	\$4,500.00	\$4,635.00	\$4,774.05	\$4,917.27
50	100	231	319 Legal Services	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
51	100	231	640 Membership Dues & Fees	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00
52	100	231	650 Liability Insurance	\$5,675.00	\$5,902.00	\$6,138.08	\$6,383.60	\$6,638.95
53	100	233	111 Principal Salaries	\$55,000.00	\$60,000.00	\$62,100.00	\$64,273.50	\$66,523.07
54	100	233	115 Administrative Assistant Salaries	\$30,000.00	\$31,050.00	\$32,136.75	\$33,261.54	\$34,425.69
55	100	233	210 Group Health & Life Insurance	\$7,200.00	\$7,488.00	\$7,787.52	\$8,099.02	\$8,422.98
56	100	233	220 Employee Retirement	\$2,975.00	\$3,642.00	\$4,240.65	\$4,876.75	\$5,552.18
57	100	233	230 Social Security	\$6,502.50	\$6,965.33	\$7,209.11	\$7,461.43	\$7,722.58
58	100	233	260 Unemployment Compensation Tax	\$952.00	\$476.00	\$476.00	\$476.00	\$476.00
59	100	233	270 Worker's Compensation Tax	\$595.00	\$637.35	\$659.66	\$682.75	\$706.64
60	100	233	332 Travel	\$2,000.00	\$2,100.00	\$3,000.00	\$5,000.00	\$8,000.00
61	100	233	410 Office Supplies	\$5,000.00	\$5,200.00	\$5,500.00	\$6,000.00	\$8,000.00
62	100	233	446 Office Software & Supplies	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
63	100	233	540 Office Equipment	\$12,000.00	\$14,000.00	\$16,000.00	\$17,000.00	\$18,000.00
64	100	233	545 Office Cap Computers	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00

*Calhoun Falls Public Charter School*  
Five-Year Budget

Academic School Year Number of Students					2008-2009 266	2009-2010 285	2010-2011 304	2011-2012 323	2012-2013 342
	FND	FCT	OBJ	Support Services Expenditures					
65	100	252	315	Fiscal Services	\$20,000.00	\$24,000.00	\$26,000.00	\$28,000.00	\$30,000.00
66	100	252	690	Bank Fees	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00
67	100	254	321	Public Utility Services (Water & Sewer)	\$2,600.00	\$2,730.00	\$2,866.50	\$3,009.83	\$3,160.32
68	100	254	322	Custodial Services	\$15,000.00	\$15,525.00	\$16,068.38	\$16,630.77	\$17,212.85
69	100	254	323	Repairs & Maintenance Services	\$5,000.00	\$5,175.00	\$5,356.13	\$5,543.59	\$5,737.62
70	100	254	324	Property Insurance	\$3,080.00	\$3,203.20	\$3,331.33	\$3,464.58	\$3,603.16
71	100	254	325	Facility Lease / Purchase	\$150,000.00	\$150,000.00	\$160,000.00	\$170,000.00	\$180,000.00
72	100	254	329	Trash Service	\$1,100.00	\$1,133.00	\$1,166.99	\$1,202.00	\$1,238.06
73	100	254	340	Telephone	\$9,000.00	\$9,360.00	\$9,734.40	\$10,123.78	\$10,528.73
74	100	254	470	Energy (Electric, Gas, Oil)	\$16,000.00	\$16,800.00	\$17,640.00	\$18,522.00	\$19,448.10
75	100	255	331	Student Transportation	\$15,000.00	\$17,000.00	\$19,000.00	\$21,000.00	\$23,000.00
76	100	263	350	Marketing & Advertising	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
77	100	266	345	Technology Services	\$12,000.00	\$13,000.00	\$14,000.00	\$15,000.00	\$16,000.00
78	600	256	460	Food Services	\$15,000.00	\$17,000.00	\$19,000.00	\$21,000.00	\$23,000.00
79				Total Support Services Expense	\$499,129.50	\$529,256.88	\$581,976.49	\$624,214.38	\$664,262.56
80				Total Expenditures	\$1,313,232.00	\$1,438,357.98	\$1,581,324.77	\$1,728,636.93	\$1,868,191.42
81				FY Budget Balance	\$1,027.94	\$15,896.72	\$21,834.72	\$32,824.45	\$78,582.37
82				Previous Year Fund Balance	\$9,479.98	\$10,507.92	\$26,404.65	\$48,239.37	\$81,063.81
83				Current Year Fund Balance	\$10,507.92	\$26,404.65	\$48,239.37	\$81,063.81	\$159,646.18



### Per Pupil Funding - State Charter School District - FY 2008-2009

Note: This is an estimated per pupil figure to be used in charter applications for schools applying to the State Charter School District

Stated Per Pupil - Charter Law **\$2,578.00**  
(Base Student Cost)

**Other Potential District Per Pupil - Based on FY 07-08 Appropriations, the following are estimated per pupil figures that can be used during the budget/application process**

Other General Fund Allocations  
 Employer Contributions (for state sponsored benefit programs) \$682.00  
 Retiree Insurance (only if employees are part of the State Retirement System) \$113.00

Estimated Base Per Pupil **\$3,373.00**

#### Estimated Three-Year Average Per Pupil for Categorical Funding \*

Program Name	Student Data Source Used for Allocation	Grades Served	FY 06 Per Pupil	FY 07 Per Pupil	FY 08 Per Pupil	Average 3-yr per pupil	
Academic Assistance K-3	Free/Reduced Lunch	K-3	\$470.96	\$524.06	\$526.65	\$507.22	K, P
Academic Assistance 4-12	Free/Reduced Lunch	4-12	\$218.51	\$186.29	\$177.95	\$194.25	E, HS
Reduce Class Size	Free/Reduced Lunch	1-3	\$393.55	\$381.44	\$367.47	\$380.82	P
Grades K-5 Lottery Enhancement	Average Daily Membership (ADM)	K-5	\$127.69	\$125.68	\$126.48	\$126.62	K, P, E
Grades 6-8 Lottery Enhancement	Average Daily Membership (ADM)	6-8	\$11.28	\$10.93	\$11.50	\$11.24	E
Increase High School Diploma Req.	Average Daily Membership (ADM)	9-12	\$120.65	\$120.35	\$132.46	\$124.49	HS

\* These per pupil figures are estimates derived from statewide allocations based on a three year average. Charter schools sponsored by the State Charter School District are not guaranteed this per pupil amount. Data provided for preliminary budgetary purposes only.

Charter schools may be eligible for other categorical funds based on programs offered and the student population served.

K	\$4,006.84
P	\$4,261.04
E	\$3,705.10
HS	\$3,691.74