

## 1. EXECUTIVE SUMMARY

*A brief description of the proposed charter school's philosophy for educating students; plan to provide a new, innovative, and more flexible ways to educate children; explanation of the key programmatic features and any unique features.*

Mevers Berkeley School of Excellence (MBSE) will be guided by the philosophy that every child can learn, and if given a rigorous, personalized learning environment, students from all socioeconomic levels can become self-motivated, lifelong learners by realizing their academic and personal potential.

MBSE's Education Model is innovative in that it provides individualized, data-driven instruction within a culture of high expectations and achievement for both students and staff; sets school, classroom, and individual student goals; develops Personalized Learning Plans for every student and Instructional Focus Plans to re-teach standards when necessary; and allows for continual support and professional development, to enhance teacher effectiveness.

Students will benefit through the use of innovative, differentiated instructional methods, which utilize research-based instructional strategies, including Marzano's Thirteen High Probability teaching strategies, to enhance the student's opportunity to learn the specific skills identified, and achieve MBSE's mission of students building a strong foundation of academic and critical thinking skills, strong character, and a love for learning that leads to opportunities for college and career readiness within our society.

To promote a love for learning and the use of real-world application skills, technology resources will be used for a variety of student-centered instructional methods, including interactive direct and guided instruction, blended learning, and research projects. In order to further challenge students, MBSE will apply for the implementation of the Cambridge program after its first year, which increases higher order learning opportunities by providing a rigorous, international pre-university curriculum and examination.

Each instructional minute counts, thus, our school day will be longer than other local schools, allowing for extended integrated English language arts for all students and extra, dedicated time to provide targeted small group intervention or enrichment activities. MBSE will also receive considerable amounts of support from their EMO partner, Charter Schools USA (CSUSA) to monitor student progress, enhance teacher effectiveness, and maximize overall operations.

*Grade levels, growth plan, size of the school and student body to be served.*

MBSE will serve grades K – 8 beginning with grades K – 6 in the first year. By Year 3, MBSE will fully enroll students through 8<sup>th</sup> grade with a student population totaling 1,145.

MBSE will serve a student body comparable to that of surrounding public schools in south Berkeley County (particularly Hanahan and Goose Creek) and North Charleston. To determine our projected demographic composition, we sampled the student bodies of traditional public schools and unconventional and/or charter schools in the area:

**Table 1.1**

Population			
Free Lunch: 58%	Reduced Lunch: 4%	Minority Rate: 64	Total FRL Rate: 62%

Additionally, we are expecting an SPED rate of approximately 10%. These student demographics match the total population demographics pulled from Environmental Systems Research Institute (ESRI).

**Table 1.2**

Projected Student Enrollment											
Grades	Year 1		Year 2		Year 3		Year 4		Year 5		Classes*
	Students	Class Size	Students	Class Size	Students	Class Size	Students	Class Size	Students	Class Size	
K	120	20	120	20	120	20	120	20	120	20	6
1st	92	23	115	23	115	23	115	23	115	23	5
2nd	92	23	92	23	115	23	115	23	115	23	5
3rd	69	23	92	23	92	23	115	23	115	23	5
4th	69	23	92	23	92	23	92	23	115	23	5
5th	69	23	92	23	92	23	92	23	115	23	5
6th	150	25	150	25	150	25	150	25	150	25	6
7th	0	25	150	25	150	25	150	25	150	25	6
8th	0	25	0	25	150	25	150	25	150	25	6
<b>Enrollment</b>	<b>661</b>		<b>903</b>		<b>1076</b>		<b>1099</b>		<b>1145</b>		<b>49</b>

\*The number of classes listed are at full projected enrollment.

***Summary of the evidence of a community need.***

Perhaps as important as the demography of the surrounding communities is the fact that the local public schools are cramped and almost full. As of November 2015, according to The Post and Courier, Berkeley County schools are 95% full, Charleston County schools are 93% full, and 46% of all schools in Berkeley County, Charleston County and Dorchester District 2 are above their intended student capacities. Many students are currently being housed in trailers, and the new Hanahan elementary school is battling development issues that will delay its opening until at least 2018.

The Post and Courier also reported this past October, 2015, that the Berkeley County School District must build at least 20 schools in the next 20 years to keep up with soaring population growth, with the taxpayers likely to bear much of the cost. Berkeley County was already ranked among the fastest-growing in South Carolina, and projections show the student population increasing by an average of about 1,000 every year for the next 20 years.

***Education Management Organization***

Berkeley Charter Education Association, Inc. (the Committee/Board) intends to contract with Charter Schools USA (CSUSA) for education management services.

## 2. MISSION STATEMENT

Students at MBSE will learn in a rigorous, personalized learning environment; building strong foundations of academic and critical thinking skills, strong character, and a love for learning that leads to future opportunities for college and career readiness within our society.

## 3. EVIDENCE OF NEED AND SUPPORT

### *Evidence of support the formation of the charter school.*

All reports indicate that Berkeley County is the third fastest growing county in South Carolina (see *Post and Courier* Article in **Appendix B**), and employers report that they have jobs which they can't fill with qualified entry-level employees. This equates to a definite need for preparing our students at a young age for opportunities that will be available to them as a result of the tremendous growth of Berkeley County. Our School will help achieve this goal, as the focus of Mevers Berkeley School of Excellence is to prepare students for college and careers.

To date, our efforts have resulted in 201 Letters of Interest, 88 of which have two children, with the most interest shown for kindergarten. This was expected since much of our effort was focused on reaching out to parents with younger children. With the support and experience of CSUSA, we are confident that we will reach our enrollment target. CSUSA has the knowledge and resources to increase marketing and communication once MBSE has been approved to open. The communication strategy will include an integrated marketing approach, which will encompass direct mail, television, print, online, social media, and community outreach events. We will continue to post information, hold information sessions, and distribute flyers. With the expertise of the CSUSA marketing team, which has fully enrolled 77 schools in 7 states, we will easily generate the applications needed to fill our School to capacity, and we also expect to have a healthy

waiting list based on the need for more quality schools in Berkeley County. Table 3.1 below shows our initial projected students based on letters of support received.

**Table 3.1**

<b>Grade</b>	<b>Number of Students Projected in Year 1 Collected as of January 28, 2015</b>
<b>Kindergarten</b>	131
<b>1<sup>st</sup> Grade</b>	12
<b>2<sup>nd</sup> Grade</b>	14
<b>3<sup>rd</sup> Grade</b>	12
<b>4<sup>th</sup> Grade</b>	10
<b>5<sup>th</sup> Grade</b>	5
<b>6<sup>th</sup> Grade</b>	4
<b>Other</b>	13

***Outreach conducted by the charter committee.***

Information sessions were held at the Hanahan Public Library where a presentation outlining the vision for MBSE was provided to interested parents. In addition, the Charter Committee utilized social media to communicate MBSE’s vision to the community. A Facebook page and a school website were created, and parents were encouraged to submit Letters of Interest. Currently, there are 183 likes on our Facebook page.

One thousand informational flyers were distributed throughout Berkeley County. In order to reach a diverse population, these flyers were distributed to pre-schools, libraries, and places of worship throughout North Charleston, Hanahan, and Goose Creek. The flyers directed parents to MBSE’s website and served as an invitation to the information sessions scheduled at the Hanahan Library.

In January 2016, the Charter Committee participated in a family community event hosted by the Hanahan Parks and Recreation Department, where school-aged children and their parents were in attendance. Information about MBSE was distributed and parents were able to ask questions about the vision and program planned for MBSE. We were invited to present the Charter

Committee's vision for MBSE to the Berkeley County Delegation at their meeting held in October 2015, and we received a favorable response from the 8 present members.

The Charter Committee will continue to engage with the community in an effort to collect additional Letters of Interest, and we will keep our followers engaged via social media updates. To date we have received 201, 88 of which have two children. Letters of Interest, and we are confident that number will increase in the coming months as we continue our efforts to spread our message throughout the community.

***Information on community members, parents, and leaders who publicly support the school.***

Our Committee includes leaders and members of Berkeley County who have publicly shown their support by assuming active roles on this Charter Committee. Minnie Newman, Ph.D., is the Mayor of the City of Hanahan; Rep. Samuel Rivers is an elected official representing Berkeley County in the legislature; Michael Cochran, Ed.D., is the Deputy Sheriff for Berkeley County; Josh Whitley, Esq. is a practicing attorney and a Berkeley County Council member; Stewart Weinberg, Ph.D., is a retired school superintendent currently serving on various non-profit boards throughout the Charleston area, and both Sandy Hightower and Beth Mevers are life-long residents of the area. Given the level of community engagement, visibility, and history of these Charter Committee members, they have already brought attention to the community need for this school through the initial stages of development and will continue to do so.

***Partnerships or plans for community involvement along with the purpose and expectation.***

The Charter Committee is partnering with the Sonny Mevers Foundation in the development of the Mevers Berkeley School of Excellence (see letter of support in **Appendix W**). The Charter Committee's vision for MBSE is to provide students with a love for learning that leads to future opportunities for college and career readiness within our society. As MBSE develops and students begin to identify their interest in a career path, partnerships will be established with local

businesses, organizations, corporations, and individuals that will create mentoring and educational opportunities for students.

The Charter Committee has had initial meetings with Dr. Robert Kennedy, President of the Interfaith Ministry Alliance. We plan to continue our conversation to engage in a future partnership with them.

The Charter Committee will also continue to work with the City of Hanahan Parks and Recreation Department as well as the City of Goose Creek Recreation Department in order to disseminate information about MBSE throughout these communities.

***Evidence demonstrating assurance of community partnerships.***

The Sonny Mevers Foundation has made an initial contribution of \$100,000 toward the development of MBSE (see letter of support in **Appendix W**).

#### **4. ENROLLMENT**

***How the proposed charter school intends to enroll students.***

Understanding that MBSE is a “school of choice” and open to all eligible students in the state, the Charter Committee recognizes the importance of marketing and recruiting a wide diversity of parents and students. In order to promote a neighborhood school environment, the marketing strategy begins in the immediate area and then broadens to the mass market.

Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a “wait-list” application pool, marketing will occur to all appropriate populations (i.e. geographic location, age). By utilizing MBSE’s student information system, applicants will be tracked in order to provide an opportunity for all students applying to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels. MBSE will conduct a 3-phase marketing campaign: Identification, Awareness, and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

### **Phase I: Identification**

CSUSA, in partnership with the Charter Committee, has targeted the recruitment area based on a detailed and thorough analysis of the geographic area and associated demographics described in this application.

### **Phase II: Awareness**

Beginning approximately one year prior to MBSE's opening or upon approval of this Charter Application, MBSE will continue to conduct a broad marketing campaign throughout the targeted areas that educates and publicizes information about the school movement, and more specifically, the opportunities and benefits provided by MBSE. Publications and media clips will continue to be produced as needed to match the demographics of the community.

### **Phase III: Recruitment**

Enrollment will take place until MBSE is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive, hands-on marketing strategy will be implemented.

Marketing strategies to announce the opening of MBSE to a diverse student population may include, but not be limited to a combination of the following:

- Production of marketing materials and school applications in languages other than English, as needed, to accommodate the needs of the community.
- Availability of bilingual staff to answer questions.
- Enrollment applications translated into multiple languages via the student information system.
- Radio public service announcements in multiple languages.
- Posting of information (in appropriate languages for the community) in local public areas (i.e., pre-schools, places of worship, libraries, grocery stores, YMCA, community centers, etc.).
- Advertising in magazines and newspapers, including free community publications.
- Distribution of information to local businesses' Human Resources departments.
- Advertising Open House Information Sessions in a variety of locations and languages throughout the community.

MBSE's admission policies and procedures will reflect compliance with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Enrollment is open to all students who are eligible to attend public school in the state. Pursuant to § 59-40-50(B)(7), S.C. Stat. (2014), MBSE shall enroll any eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level, or building. In such cases, all applicants shall have an equal chance of being admitted through a lottery. Enrollment will follow § 59-40-50, S.C. Stat. (2014), which includes enrolling students according to racial/ethnic balance provisions in § 59-40-50(B)(7), S.C. Stat. (2014) and § 59-40-70(D), S.C. Stat (2014).

Student applications will be made available online through the student information system (accessible on MBSE's website) and in paper form at local distribution sites and MBSE. The student information system will accept student applications and monitor the number of applications submitted for each grade level. The student information system will be used to manage all aspects of the enrollment process, including online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting. Applications will be accepted on an ongoing basis and maintained on a waiting list. In the event that an applicant is denied for reasons other than a lottery, the applicant may appeal to the SCPCSD.

Upon submission of an application, the information is reviewed for eligibility of attendance. Proof of South Carolina residence and age requirements will be verified. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery,

waitlists, and letters of acceptance. At the end of the enrollment period, parents will be notified of acceptance to MBSE or assigned a lottery number. If capacity is not reached after the established enrollment period, subsequent applications will be accepted until capacity is reached. If at the end of the open enrollment period there is an over subscription for any grade level, a lottery will be conducted.

### **Lottery Rules and Procedures**

1. All applicants who applied within the open enrollment window (students not already attending MBSE) participate in the lottery.
2. Only one lottery shall be conducted. The lottery will include all grades in which the number of applicants exceeds the number of expected seats available.
3. All offers of enrollment shall be made in the order of the lottery results and the established waitlist.

#### ***Rules: Preferences***

All preference categories shall be published prior to conducting the lottery. All applicants entitled to receive a placement preference shall be identified prior to the lottery. MBSE reserves the right to rescind acceptance offers if the preference status is not verified or validated (i.e. proof of residency, proof of legal guardianship). Per S.C. 59-40-50(B)(8), enrollment preference will be given to currently enrolled students at MBSE, subsequently removing them from participating in the lottery. Table 4.1 below outlines the timeline for enrollment in Year 1; Table 4.2 provides the timeline for enrollment for Year 2 and beyond:

**Table 4.1**

Year 1	
<b>Marketing/Recruiting</b>	January – August
<b>Open Enrollment</b>	February – March
<b>Application Verification</b>	March
<b>Notification of Lottery</b>	March
<b>Lottery</b>	April
<b>Student Enrollment/Waitlist Notice Sent</b>	April
<b>Registration</b>	April – ongoing

**Table 4.2**

Year 2 and Beyond	
<b>Marketing/Recruiting</b>	January – August
<b>Recommit Period</b>	January – February
<b>Open Enrollment</b>	January – February
<b>Application Verification</b>	March
<b>Notification of Lottery</b>	March
<b>Lottery</b>	March
<b>Student enrollment/ Waitlist Notice Sent</b>	March
<b>Registration</b>	March – ongoing

***How the community will receive information about the formation of a new charter school and any upcoming lottery and enrollment deadlines.***

We will communicate and engage parents and community members through enrollment information sessions, speaking opportunities at local churches and civic organizations, distribution of informational materials to preschools, churches, and local business and service organizations in the community, all of which provide a forum to share our vision and mission for MBSE.

A number of public information sessions introduce the Committee and its vision for MBSE, inform the community of the mission and educational focus, and communicate the enrollment process to parents. These sessions allow an open forum to provide parents an opportunity to ask questions and further engage with the Committee. Parents will be able to learn more about MBSE, its educational model, how to apply, deadlines for enrollment, and key dates for the lottery process. Public information meetings will be advertised through direct mail, email, social media, newspapers, and flyers.

We will continue to look for community events where we can distribute marketing collateral to inform the community about the proposed charter school and how to apply. Once parents submit an application, we are then able to continually update them via email through the student information system. MBSE's website will serve to communicate general information, provide an enrollment tool, issue updates on the progress of MBSE, communicate key dates regarding the

lottery process, and offer updated FAQs. The website will also include an informational video for those who are unable to attend an information meeting.

***Explanation of the notification of placement and the timeline for parents to accept the placement.***

No later than 21 days after the end of the open enrollment period, applicants will be offered (in writing) a seat in MBSE, or assigned a lottery number. The applicant will have 7 days to respond with a decision, then an additional 14 days to register. If an accepted applicant decides not to attend MBSE, the seat will be given to the first applicant on the waiting list. All applications received after the open enrollment period will be placed on the waitlist for the particular program, class, or grade level in the order in which they are received.

***Any group receiving priority enrollment in the lottery***

In accordance with § 59-40-50(B)(8), S.C. Stat. (2014), MBSE may give priority enrollment to the following populations:

- A sibling of a pupil currently enrolled and attending.
- Children of a school employee and children of the Charter Committee/Governing Board (not to constitute more than 20% of the enrollment of MBSE).

***How the school intends to enroll out-of-district students***

This question is not applicable since we are applying to the SCPCSD as sponsor.

***How the school intends to ensure that enrollment reflects that of the local school district.***

Neither Berkeley County nor the SCPCSD are under a desegregation order. In compliance with § 59-40-50(B)(7), S.C. Stat. (2014), MBSE will endeavor to reflect the racial/ethnic composition of the Berkeley County School District (differing by no more than 20%), via the comprehensive marketing plan. MBSE will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community or within the racial/ethnic range of other public schools in the district. This effort will include marketing to under-represented populations with direct mail,

community postings, public service announcements, and the availability of bilingual staff. We are committed to enrolling a diverse student population and shall forbid any forms of discrimination.

## 5. EDUCATIONAL PROGRAM

### *Introduction to the educational program*

The Education Model, developed by CSUSA, is based on 35 years of research by Dr. Robert J. Marzano, and has proven to be effective in CSUSA’s portfolio of managed schools. It is implemented within a framework of continuous improvement to ensure validity, and allows teachers to develop supporting tools to meet students’ needs. Rooted in the philosophy that every student can learn, the structure enables administrators and teachers to better understand, explain, and predict elements needed to facilitate each student’s mastery of the South Carolina College and Career Ready (SCCCR) Standards. Educational best practices, technology, communication, and documentation tools are created and revised to help implement the Education Model. At the Education Model’s core is the Guaranteed and Viable Curriculum (GVC), which ensures academic excellence in every classroom, and encourages steady academic progress as students build their knowledge and skills. The GVC is primarily a combination of two factors with strong academic achievement correlations: opportunity to learn and time. Teachers are provided guidance, and become well-versed in their understanding of the curriculum and its pacing Table 5.1 below provides an overview of the Education Model.

**Table 5.1**

The CSUSA Education Model	
<b>Component 1: Baseline Assessment &amp; Data</b>	To effectively address each student’s diverse needs, it is essential to first understand his or her current level. This is accomplished through collection of student performance data from the previous school year, the administration of baseline or diagnostic assessments, and standards-based pre-tests prior to the start of each unit.
<b>Component 2: Data Driven Instruction</b>	To determine the appropriate instructional course of action, the data identifying current levels is analyzed in addition to consideration of students’ individual learning styles and unique needs. Supporting the mission of providing a personalized learning environment, based on this data analysis, effective targeted instruction using research-based instructional strategies will be planned, developed, and delivered to ensure each child has the opportunity to gain mastery. This analysis of data to provide instructional focus allows for closing of the achievement gap between low performing and high performing student groups.

<b>The CSUSA Education Model</b>	
<b><u>Component 3:</u> Assessment</b>	The way to measure the effectiveness of instruction is to assess. Ensuring assessments are focused on standards furthers the mission to prepare students for success in college, career, and society. Standards-based assessments will be provided in a variety of ways. Formative and summative assessments may be in the form of projects, essays, presentations, or other differentiated methods to provide multiple opportunities to demonstrate mastery.
<b><u>Component 4:</u> Grading</b>	Each assignment will be graded based on the grade-level standard taught in order to facilitate appropriate data collection and tracking of standards mastery. Grades will be entered into the electronic grade book on PowerSchool, which is accessible to parents, for ease of collection and use.
<b><u>Component 5:</u> Reporting</b>	To support MBSE’s mission of building a strong foundation of academic and critical thinking skills, as well as a love for learning, timely and effective feedback that provides specific guidance to students as to what was correct, and how mistakes can be corrected, is crucial. Once material is graded, it must be presented with effective feedback, and then communicated to all other stakeholders in a timely manner. Teachers, parents, students, and administrators all have online access to students’ grades to track achievement.
<b><u>Component 6:</u> Decision</b>	In the decision phase, data is again used to inform instruction. Based on students’ mastery of standards, teachers will either move on to the next standard, starting with a baseline assessment, or re-teach the previous standard in a new way. Regardless of the class-level decision, students needing remediation or enrichment will receive appropriate differentiated instruction in a small-group or blended learning environment through scheduling. The process continues throughout the year to ensure students are provided ample opportunity to master all required standards.

### **Guaranteed and Viable Curriculum**

The core of the Education Model is the Guaranteed and Viable Curriculum (GVC). The Education Model is in support of MBSE’s mission which ensures academic excellence in every classroom, and encourages steady academic progress for all students as they build their knowledge and skills from one year to the next. The GVC primarily combines the factors “opportunity to learn” which addresses the extent to which the curriculum in a school is “guaranteed,” and “time” to ensure that every instructional minute counts. The implementation of the GVC ensures that individual teachers do not have the option to disregard or replace assigned content (Marzano). After clear guidance is given to teachers regarding the content, CSUSA, who provides curriculum and educational strategy support to MBSE, and MBSE’s administration will monitor learning so that the academic content within each grade is not disregarded or replaced.

The Education Model provides components moving in a continuous cycle that teachers follow to ensure students are mastering all of their grade-level standards in the GVC. The following provides descriptions of each component.

## **Component 1: Baseline Assessment and Data**

Baseline assessment, obtained throughout the year, provides all stakeholders with the information needed to identify students' strengths and weaknesses, effectively target instruction, and set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students' previous school year's scores from the state-mandated assessment scores. Baseline data is obtained throughout the year with standards-aligned pre-tests that are utilized prior to each new unit of instruction.

### *Assessment*

In addition to state-mandated assessments, listed below are measurement tools that will be used for assessment purposes in order to establish a baseline to guide instruction. These are used to determine the progress of students with regard to mastery of the standards, and reaching a level of proficiency on the EOCs. The listed assessment tools do not preclude MBSE from incorporating other measures that may be determined necessary to support MBSE's mission.

- Northwest Evaluation Association (NWEA) Interim Assessments: Include three administrations in the areas of English language arts, mathematics, and science. The NWEA assessments are nationally normed, standards-aligned assessments proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. Results are used to set goals for students on specific skill gaps, as well as identify groupings and standards to teach for small-group instruction. NWEA currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG). These assessments are computer based, which helps students prepare for the format of the state assessment and enables teachers to see results immediately.
  - NWEA MAP tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
  - NWEA MAP for Science is aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas:
    - 1) General Science: Covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences.

- 2) Concepts and Processes: Measures a student's performance in both the processes used in science and the major themes underlying the science disciplines. Administration of MAP for Science is required in grades 4 through 8, but MBSE will have the option of offering this assessment to other grade levels if necessary.
- **Common Monthly Assessments (CMAs):** Assessments provided by CSUSA which are created from a data bank, and disseminated to schools to gauge students' progress towards mastery of the GVC. The assessments are aligned to the South Carolina College and Career Ready (SCCCR) Standards and include short-term review as well as spiral review to check for mastery. This provides a uniform tool to all schools in CSUSA's network to monitor progress more frequently between interim assessments administered by NWEA. These are either paper-based or computer-based, with results available within 24 hours. Teachers will be able use the results to adjust their instructional focus plan, and reteach standards that the students have not mastered. CSUSA also has the capability to view comparison reports across the network of schools to monitor trend data, and make adjustments to school support if necessary.
  - **Instructional Focus Plan (IFP) Assessments:** Assessments given at least every two weeks that are aligned to the SCCCR Standards, and measure mastery of competencies within the GVC. IFP instruction and assessments match the skills and concepts on which each class needs to work in order to reach mastery. More details regarding IFP can be found further in this section.
  - **Classroom Assessments:** Formative and summative assessments designed to evaluate whether a student has mastered a specific standard. Each assessment will be based on content that has been practiced multiple times, and will measure the academic performance of each student on a particular standard. The assessments are used in all subjects, and can be created by teachers or purchased. The assessments can be essays, projects, multiple choice or open response tests, exit tickets, or other forms of evaluating student performance.

### *Goal Setting*

As stated above, baseline assessment and data will be used to set goals at MBSE. Table 5.2

below shows how this data supports goal setting at each level.

**Table 5.2**

<b>Goal Setting</b>	
<b>School Level</b>	MBSE's leadership will use data to set and monitor School goals for overall proficiency, learning gains, with the lowest 25%, and growth within a specific body of knowledge.
<b>Teacher Level</b>	Teachers will be able to utilize system reports for grading, as well as EOC, EOG, state assessments, and NWEA interim assessments to determine instructional needs.
<b>Student Level</b>	Personalized Learning Plans will be created for all students based on their performance on assessments. Students, in conjunction with parents and teachers, develop goals in order to master the SCCCR Standards.

Goal-setting is viewed as a catalyst in the cohesion of MBSE as a team working toward the same mission. Goals will be heard throughout the day and visible when walking down the halls since all students, faculty and staff are expected to be able to articulate their role in MBSE's mission. After data chats, described further in this appendix, teachers will meet with students to set academically focused, personal goals that allow them to track their own progress. Goal-setting will also be used after formative assessments as a means to track improvement and areas for growth in mastering academic standards. Teachers will be required to display progress tracking on classroom walls to motivate and inspire students in keeping with MBSE's mission. Goal-setting is also used in conjunction with the development of a student's Personalized Learning Plan (PLP).

### **Component 2: Data-Driven Instruction**

Using MBSE's student information system, pretests, and summative assessments, teachers will have the needed data to effectively adjust instructional focus through spiral teaching, and employ differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content. The Education Model, along with its supplemental features, tailors learning for each class and student, and will help close the achievement gap. The Education Model itself is innovative in the sense that the core segments are consistent, but the instructional methods are dependent on the needs of the individual student. Innovative learning methods that are utilized can range from any or all of the following strategies.

#### ***CMA and NWEA Reports***

In the data warehouse, multiple assessment data points are held for easy comparison. In Figure 5.1 below, the teacher can view the Fall NWEA assessment, the first few CMA assessments, and the Winter NWEA assessment. This can be useful in determining trends in student performance and identifying red flags. For instance, it would be a concern if a child was performing on grade level on NWEA, yet was failing each CMA.

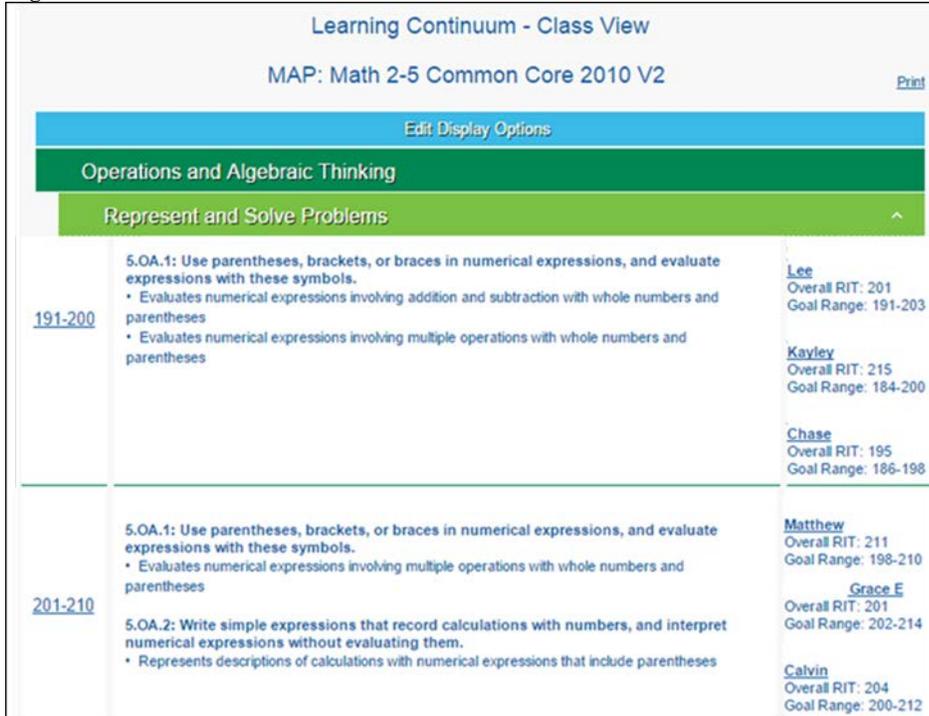
Figure 5.1

					CMA		NWEA					
✕ Current Grade = 5 ✕ School of Instruction =					Assessments Math CC Math Gr5 Test7 2014_15 2014+2015 CCSS.Math.Content.5.OA.B.3		Assessments Math CC Math Gr5 Test3 2014_15 2014+2015 CCSS.Math.Content.5.OA.A.2		NWEA MAP: Math 2-5 Common Core 2010 Operations and Algebraic Thinking 2014+2015		NWEA MAP: Math 2-5 Common Core 2010 Operations and Algebraic Thinking 2014+2015	
100 students												
Student ID ▲				Grade ◇	■	■	■	■	◇	◇	◇	◇
1	1	1	6	5	1/2	2/5	Low	Low				
2	1	1	4	5	1/2	2/5	Low	Low				
3	1	1	3	5	0/2	1/5	Low	Low				
4	1	1	3	5	2/2	4/5	LoAvg	HiAvg				
5	1	1	1	5	2/2	5/5	High	High				
6	1	1	5	5	2/2	3/5	LoAvg	Avg				
7	1	1	2	5	0/2	3/5	High	Avg				
8	1	1	7	5	1/2	5/5	HiAvg	Avg				
9	1	1	0	5	2/2	5/5	High	Avg				
10	1	1	9	5	1/2	4/5	High	High				

*Learning Continuum*

Figure 5.2 below shows a report generated from NWEA to determine what skills the students need to work on in order to improve mastery. The Class Breakdown Report sorts students in groups based on RIT score and goal area (i.e. Informational Text), then the teacher may access the Learning Continuum to view skills the students still need support with, or are ready to master next. The view can be sorted by student or group, and then broken down by skill or by standard. The teacher can choose to limit the display for one grade level, or can choose a span of grade levels in order to see remedial skills from previous grades, or enrichment skills for advanced learners.

Figure 5.2



### *Differentiated Instruction*

MBSE will emphasize differentiated daily instruction to accommodate all learners. Differentiated instruction is defined by: 1) a teacher’s response to student needs, 2) the recognition of students’ diverse background knowledge, cultures, languages and preferences, 3) student-centered learning, 4) instruction that addresses students’ learning style differences, and 5) a blend of whole-group and small-group instruction.

Students will benefit through the use of innovative, differentiated instructional methods, which utilize research-based instructional strategies, including Marzano’s Thirteen High Probability teaching strategies, to enhance the student’s opportunity to learn the specific identified skills. Small-group instruction will be utilized in order to support the needs of students who are struggling with the content, as well as with students who are above grade level and need more challenging tasks. Reading lesson segments will incorporate differentiated texts targeted to on-level, advanced,

below-level, and ELL students. MBSE will also have a math resource that provides for enrichment, on-level, and re-teaching of each lesson.

Teachers can differentiate in three ways: 1) the content students are learning, 2) the process in which the material is being taught, and 3) the product that is developed to demonstrate learning. Teachers will take into consideration the students' readiness for learning, interests, and learning profiles.

Some best practices with regard to differentiating include:

- For Student Readiness: Focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on-level text).
- For Student Interest: Allowing students to choose from a list of options of how they will demonstrate mastery (i.e. some students may complete a project, whereas others might write an essay).
- For Student Learning Profile: Addressing various individual student differences in learning styles (i.e. students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Teachers use data from Northwest Evaluation Association (NWEA) assessments NWEA, Common Monthly Assessments (CMAs), and class assessments to drive the decision-making process with regard to differentiated instruction. Student groupings will change in classes periodically depending on the activity level and ability level. Teachers will integrate formative assessments throughout activities to make adjustments. Continuously assessing, reflecting, and adjusting content, process, and product enables teachers to best meet the needs of each individual student.

Other examples of differentiation include:

- Whole-group – A teacher may assign a task to the students, yet differentiate the final product students need to create. For example, after completing a unit on World War II, students may be asked to demonstrate their understanding of the impact of WWII on each country. Students can have the choice to complete an essay, skit, debate, or other assignment based on student preference. The teacher will create the expectations for each choice and grade the students based on mastery of appropriate standards.

- Small-group – Each day, the small group that meets with the teacher is based on particular skill gaps of the students (i.e. all students that need more instruction for converting fractions to decimals). As other groups work in centers, their assignments are differentiated within the overarching center topic. For example, in a writing center, one student may be working on supporting details, while another may be working on developing a conclusion, and another may be working on grammatical practice.
- Technology – MBSE will utilize various technology resources to ensure students are using programs that meet their instructional needs. Teachers can differentiate by assigning content that the students still need practice with, based on NWEA, CMA, or class assessment data, and then monitor students' performance on those skills. Students can also use programs that are adaptive and adjust based on how students perform (i.e. Reading Plus), which enable them to move at a faster or slower pace. These are supplemental to core instruction, so students still receive grade level instruction, but may receive remedial instruction through technology programs as well.

### *Student-Centered Learning*

The intent of using student-centered learning is to increase the level of rigor within the classroom to help students be able to demonstrate college- and career-readiness. Based on Marzano's research, and the learning map to guide instruction, students will be the designers of their own learning in order to obtain a deeper level of understanding. Teachers will use various Marzano strategies focusing on developing autonomy in processing, evaluating, analyzing, and demonstrating knowledge. Students will follow a 7-step process for learning: 1) Processing; 2) Elaborating; 3) Recording; 4) Reflection; 5) Practice; 6) Deepening; and 7) Extension. For each unit, students will go through a discovery or exploration, process to first make their own inferences and hypotheses about content. They will then adjust those understandings after instruction from the teacher, correct mistakes, and demonstrate their new learning. To further show ownership of learning, students can be presented with a rubric and the standards of a particular unit to construct their own way of demonstrating mastery of the content, whether in the form of a presentation, written piece, or other method. Other strategies include helping students elaborate on content, managing response rates with tiered questioning techniques, and helping students examine their reasoning.

## ***Blended Learning***

MBSE will also offer students the unique experience of blended learning. According to the Innosight Institute, Blended learning is “a formal education program in which a student learns at least in part at a supervised brick and mortar location away from home.” Online programs can range on a continuum from a part-time embedded supplemental program, to load-bearing courses taken independently, per the International Association for K-12 Online Learning.

Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program. The programs to be used by MBSE include: Safari Montage, Plato Courseware, Reading Eggs, Reading Plus, Think Through Math, and Mathletics. The utilization of these software programs will allow students to learn content at their own pace, or take courses that are not offered in the traditional brick-and-mortar setting. Some online programs to be used at MBSE, such as Think Through Math, will offer live tutors and video tutorials to help support students at home, while others, such as Mathletics, allow students to interact and compete with other students globally. Other examples of adaptive online programs to be used are Reading Plus, Reading Eggs, and Plato.

Students and staff will have access to technology through multiple blended models. Schools have the option of using these various models, which may include:

- ***Rotation Model:***
  - **Description:** Students receive instruction from the teacher on a particular skill, participate in centers or independent work, and then complete similar activities on an online software program.
  - **Example:** Students learn how to multiply 2-digit numbers from the teacher, complete an activity to practice with a group during centers, and then independently complete an assignment assigned to them by the teacher using Mathletics on a laptop in class. Our current reading program, McGraw-Hill Reading Wonders, also allows teachers to assign content. Students can practice reading skills on Reading Eggs.

- *A la carte Model:*
  - Description: While physically in school, students take an online course with an online teacher of record, but still attend school in a brick and mortar setting.
  - Example: Typically used for course recovery in middle school, when students fail a subject, they have the opportunity to re-take this course during a class period in lieu of an elective course through Plato. They complete coursework online at school while the teacher of record monitors progress.
  - Example: This can also be used for elective choices. A unique advantage that MBSE will have is its connection to the CSUSA network, which will allow students to take courses through Plato that may not be currently offered at MBSE due to staffing limitations.
- *Individualized Learning*
  - Description: Students use programs that move at the child's pace, adjusting automatically according to student performance. They start with an online diagnostic assessment, then are placed within a track. They read passages, answer questions, receive tutorials, solve problems, and move through the program as they progress through their pathway. The teacher monitors use and progress
  - Examples: Programs such as Reading Plus and Think Through Math.
- *Flipped learning*
  - Description: Teachers can use this within a course for all students, or for those who need enrichment. Outside of class-time, students watch an online video or tutorial to be exposed to a concept prior to meeting in class, and develop an understanding on their own. They then meet with the teacher to extend learning and practice.
  - Example: Tutorials done through approved online resources.

### ***Personalized Learning Plans***

Every child is unique, therefore a PLP will be created quarterly for each student. Aligning with MBSE's mission of providing a personalized learning environment, PLPs are designed to track an individual student's strengths, weaknesses, and cumulative academic progress. Baseline achievement levels, which are visible to the student, parent, and teacher within the student information system, are incorporated into each student's quarterly created PLP as a starting point for determining future rates of academic progress.

The following information is also considered when assessing the student's strengths and weaknesses:

- Non-assessed student work and project-based learning
- Information about what the student likes to learn, and parent information about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents and the student

Through analysis and evaluation of data, the PLP's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Students and parents are able to consider areas of mastery and deficiency based upon reports from NWEA, which provide details regarding which skills have been mastered, need to be remediated, or are ready to be learned next. The student will set personal goals each quarter that are confirmed by teachers, and teachers will support student goal-setting by posting formative data such as NWEA interim assessment scores, and reading diagnostic assessments.

Teachers will act as facilitators and coaches for the plans, aiding in creating, monitoring, and challenging the students to push themselves. The parents' role is to be a cheerleader or mentor, motivating and guiding the students in their endeavors. Most importantly, students are the producers of their plans, and are thus faced with the responsibility of understanding their data, making good decisions as learners, and following through with expectations. Each student's PLP will serve as the foundation from which to measure student outcomes, which will be congruent with SCCCR Standards within the GVC. At a minimum, students are expected to, achieve mastery of each grade level standard, and each goal and objective specified in their PLP.

Additionally, the PLP aids in teaching students the valuable lesson of having a goal and knowing what it takes to achieve it. Thus, the PLP will include the action steps to reach quarterly grade and NWEA interim assessment goals. The action steps help guide both the child and the parent in implementing the PLP. This process of creating and monitoring the PLP supports MBSE's mission as it enhances students' ability to be self-aware of their strengths and weaknesses,

self-motivate to set and reach goals, and self-monitor progress, leading to successful completion of ambitions throughout life.

### ***Instructional Focus Plan***

To further monitor progress towards mastery of the standards, teachers, in conjunction with MBSE's administrative team, will plan together and schedule learning objectives in an Instructional Focus Calendar (IFC). The IFC is developed based on the data provided by each CMA report, which teachers analyze to determine what standards need to be re-taught, or taught more in-depth than previously expected. This constant spiral instruction not only helps students reach mastery, but also reinforces concepts for better retention of information. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students while maintaining rigorous pacing and high expectations. These calendars are developed for both integrated ELA and mathematics, and teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

### ***Marzano's Thirteen High Probability Instructional Strategies***

Each of the thirteen strategies provides students with a learning opportunity that is academically rigorous, challenging, innovative, and focused on individual student learning needs. These strategies can be implemented across subject levels, and throughout a lesson in various ways, as described in the Table 5.3 below. The strategies, detailed below, have been proven by research to yield positive results in student learning. Differentiated professional development is provided to help teachers create and implement an instructional framework that guides them as to

the most appropriate use of the research-based instructional strategies and innovative learning methods. As new research is released and updated, professional development and teaching strategies are continuously updated.

**Table 5.3**

<b>Marzano's Thirteen High Probability Instructional Strategies</b>	
<b>Category</b>	<b>Applications</b>
<b>Tracking Student Progress and Using Scoring Scales</b> (Yields a 34 percentile gain)	<ul style="list-style-type: none"> <li>• Determine current level of performance</li> <li>• Identify achievement goals and establish a rate of progress</li> <li>• Track progress visually</li> <li>• Adjust instruction to improve learning</li> <li>• Provide more intensive instruction to re-teach the material if goals are not being met</li> </ul>
<b>Setting Goals/Objectives</b> (Yields a 25 percentile gain)	<ul style="list-style-type: none"> <li>• Set a core goal, and let students personalize it</li> <li>• Make sure goals are achievable</li> <li>• Teachers help with strategies to achieve goals</li> <li>• Teachers and students monitor progress and celebrate success</li> </ul>
<b>Building Vocabulary</b> (Yields a 20 percentile gain)	<ul style="list-style-type: none"> <li>• Use strategies before, during, and after lessons</li> <li>• Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions</li> </ul>
<b>Identifying Similarities and Differences</b> (Yields a 20 percentile gain)	<ul style="list-style-type: none"> <li>• Teacher-directed activities focus on identifying specific items</li> <li>• Student-directed activities encourage variation and broaden understanding</li> <li>• Include activities that involve comparing and classifying, analogies and metaphors, graphic organizers, etc.</li> </ul>
<b>Interactive Games</b> (Yields a 20 percentile gain)	<ul style="list-style-type: none"> <li>• To use in addition to effective teaching</li> <li>• Define the objectives of the game to set a purpose</li> <li>• Should be challenging, but not frustrating</li> <li>• Can foster teamwork and social interaction</li> <li>• Provides opportunities for success and positive reinforcement</li> </ul>
<b>Summarizing</b> (Yields a 19 percentile gain)	<ul style="list-style-type: none"> <li>• Requires analysis of text to determine what's important</li> <li>• Students use key words and phrases while summarizing content</li> <li>• Students constantly refine their work to determine the most essential and relevant information</li> </ul>
<b>Note Taking</b> (Yields a 17 percentile gain)	<ul style="list-style-type: none"> <li>• Use teacher-prepared models/templates to teach basic principles and expectations</li> <li>• Give time to practice note-taking and provide feedback on the skills</li> <li>• Students become familiar with content, jot down main ideas, and write down questions</li> </ul>
<b>Nonlinguistic Representations</b> (Yields a 17 percentile gain)	<ul style="list-style-type: none"> <li>• Incorporate words and images to represent relationships</li> <li>• Use physical models, dramatization, and movement to represent information</li> <li>• Have students explain their rationale and meaning behind the nonlinguistic representation</li> </ul>

<b>Marzano's Thirteen High Probability Instructional Strategies</b>	
<b>Category</b>	<b>Applications</b>
<b>Student Discussion/Chunking</b> (Yields a 17 percentile gain)	<ul style="list-style-type: none"> <li>• Set expectations for classroom discussions and try in small-groups first</li> <li>• Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding</li> <li>• Organize content into small, related segments that are more manageable for understanding in daily lessons</li> </ul>
<b>Homework</b> (Yields a 15 percentile gain)	<ul style="list-style-type: none"> <li>• Establish and communicate a homework policy</li> <li>• Provide specific feedback on all assigned homework and vary the way the feedback is delivered</li> </ul>
<b>Practice</b> (Yields a 14 percentile gain)	<ul style="list-style-type: none"> <li>• Ask questions that require students to process and rehearse the material</li> <li>• Give feedback on the practice while circulating and monitoring work</li> <li>• Provide additional explanations and several examples</li> <li>• Cooperative learning is an effective strategy to utilize practice</li> </ul>
<b>Effort and Recognition</b> (Yields a 14 percentile gain)	<ul style="list-style-type: none"> <li>• Personalize recognition and give praise for individual accomplishments</li> <li>• Provide suggestions to help students improve if they are struggling, then praise the improvements</li> </ul>
<b>Graphic Organizers</b> (Yields a 13 percentile gain)	<ul style="list-style-type: none"> <li>• Use various types to expose students to information before the learn it</li> <li>• Examples include maps, diagrams, timelines, clusters, flowcharts, and structures</li> </ul>

### ***Cross-Curricular Instruction and Learning***

This method of integrated instruction requires a high level of collaboration among teachers since content is connected across subjects. Teachers align their studies in more than one subject area to best make connections for students, creating the opportunity for deepened understanding. For example, students can easily utilize the strategy of identifying a main idea (reading) when reading a newspaper article containing information on global warming (science), which can also tie into the citizen's role in preventing global warming (social studies). With the proper planning and teamwork, entire units can be implemented throughout the year connecting all subjects.

### ***Multiple Intelligences***

Howard Gardner's Theory of Multiple Intelligences is based on the idea that all students have different types of minds, therefore they process and remember information in different ways. The general types of learners include visual-spatial, bodily-kinesthetic, musical, interpersonal,

intrapersonal, linguistic, and logical-mathematical. Teachers will plan and implement lessons considering the various types of learners they have within their classes. For example, for a lesson on the effect of Earth's rotation, some students can be provided with a pictorial diagram (visual-spatial learners), whereas others can take part in acting out the rotation with different students representing the Sun, Earth, and Moon (bodily-kinesthetic learners).

### ***Project-Based Learning***

In line with MBSE's mission to provide a rigorous personalized learning environment in order to close the achievement gap, this method provides all students with the opportunity to learn content and master standards through real-world activities. Project-Based Learning aids in building the essential 21<sup>st</sup> century skills students will need for future opportunities for college and career readiness within society, such as problem solving, collaboration, critical thinking, creativity, and the ability to develop positive interpersonal relationships. Projects typically include activities in which students need to create, question, and revise knowledge by utilizing key critical thinking skills, which further prepares them for secondary and post-secondary studies. Often related to student interest, these activities can foster a higher desire and love for learning, and develop better communication skills, as they frequently require students to work in teams or partnerships. An example could be posing a problem, such as "How can we improve the healthy habits of students at our school?" Students would then develop a solution to solve the problem. One student may design a persuasive campaign and conduct research to obtain facts to get students to make better choices. Another student may create a greenhouse to grow vegetables for the students to eat.

### ***Cooperative Learning***

Cooperative learning is a strategy utilized by teachers to increase the rigor of an assignment, as it increases the expectations of students in completing a task. Students develop problem-solving

and social skills while applying knowledge learned in a particular unit. Within formal cooperative learning, teachers strategically group students to complete an assignment, designating roles so all students are held accountable for providing input and holding ownership of learning. To complete the task of planning a vacation under a certain budget, for example, the roles can be designated as leader, recorder, time-keeper, task-manager, and presenter. Teachers set expectations with regard to social interactions, behavior, and task completion. They facilitate and monitor group work to hold students accountable and clarify misunderstandings that occur along the way. For an informal cooperative learning opportunity, teachers have students participate in focused discussions in which students make predictions, summarize learning, make connections, or respond to other teacher questions. Using accountable talk, they share ideas with each other and come to a consensus then share their responses with the class to gain insight on others' ideas. This informal cooperative learning strategy includes turn-and-talks, think-pair-shares, and other purposeful discussions.

Additional instructional supports will be provided to students to either assist in the closing of the achievement gap or to enrich student learning. These supports will include:

***Push-in/Pull-out Support***

Certified teachers will be trained in the intervention program and will be available to push-in with, or pull-out students who are below grade level. Customized weekly schedules are followed each week to guarantee students are receiving additional instruction as needed. Classroom teachers will communicate with the support staff in order to increase awareness of students' current skill levels and abilities.

### ***Tutoring/Extended Day***

For students needing support beyond what is provided in the school day, tutoring will be available for one hour per day, three days a week. The amount and frequency can be adjusted based on the students' needs. Instruction will be targeted toward specific fundamental skills and concepts to help students catch up to grade level. While this is typically an opportunity for students to receive extra practice targeted to improve reading skills, it can also be utilized for enrichment for high achieving students. Additionally, based on student needs, this program can be adjusted to include other subject areas such as math and science.

### ***Differentiated RtI Block***

Our students will start their day with targeted instruction in homogeneous groups based on their various levels of mastery. For example, students performing below grade level will receive an intervention focused on comprehension and word attack skills, while novel studies that foster comprehension, vocabulary building, literary analysis, and other reading application skills will be provided for students who are on grade level in reading. Those students who are on grade level in reading, but still need support in math, will receive instruction geared towards mastery of mathematic concepts and skill practice. Students above proficient in areas of both reading and math will participate in enrichment activities that involve applying their reading and math knowledge to real-world critical-thinking tasks and projects. The groups will be adjusted quarterly based on benchmark and classroom data to ensure students are continuously receiving optimal support.

### ***Enrichment***

For high-achieving students in need of academic enrichment, MBSE will apply for and implement a Cambridge International Examinations Program (Cambridge) after its first year of

operation. Cambridge will provide an international, pre-university curriculum and examination, supporting academic rigor throughout MBSE. Cambridge students are expected to have high academic expectations, be self-motivated, possess good study habits, and demonstrate a commitment to succeed. The program is offered in various subjects, but there is also a Global Perspectives component available in which students have the opportunity to place their personal perspectives in a global context to research and explore a range of issues that challenge people across the world. Students also have the option to study interdisciplinary and skills-based subjects. Students will develop 21st century skills by collaborating with others, communicating in multiple forms, evaluating arguments, and thinking independently and reflectively.

In addition to the Cambridge curriculum, MBSE will offer other differentiated opportunities to increase and extend learning. Community partnerships will take the impact of the projects to a higher level. Students will also have the opportunity to foster their critical thinking skills and love for learning via a curricular path that provides opportunities for all students through clubs, extracurricular activities, and community partnerships.

### **Component 3: Assessment**

Assessments measure instructional effectiveness and student achievement and are therefore an integral part of the Education Model. After data-driven instruction, formative assessments will be continuously administered to determine areas of growth and identify instructional priorities. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom and are used to drive instructional practice. Each teacher will use classroom assessments from the resources purchased for MBSE. Other forms of assessments include exit tickets, quizzes, projects, essays, and more. Timely and specific feedback (based upon formative assessments of student performance on grade-level standards) is then given to establish

individualized goals for all students (Marzano). To provide additional feedback in the instructional decision-making process, MBSE will use school-wide assessments including NWEA, CMA, and Running Reading Records (K – 2).

#### **Component 4: Grading**

Part of the process of assessing students and monitoring progress involves grading the assignments and assessments given to the students. MBSE will have a unique philosophy that focuses on academic grades only reflecting mastery of the standards that are taught in that subject. For example, if a student only mastered 30% of the content on the test, then that is the grade they will receive. The teacher will then reteach the concept, and the student will practice and re-take a new assessment to reflect their improved standards mastery. In order to guarantee that the student is completing his/her own work and ensure integrity, academic grades will only reflect work completed at MBSE. Work completed outside of school, such as homework or projects, can be included in a practice grade, but not the mastery grade. The student grade book includes practice grades and mastery grades, but only the mastery grades are considered part of their final overall academic grade.

Students will not be graded based on behavior that is tied to an assignment. For example, students will not be academically penalized for turning in an assignment late; however, they will receive a behavioral consequence. The same principle applies for cheating. Students will receive a behavioral consequence if caught cheating, and are required to take a new, different assessment to measure mastery.

MBSE's philosophy of grading a student's work solely on the standards that were taught allows MBSE to have a true indicator of the proficiency level of students. Non-academically related aspects will not skew grades. Students will be given enough opportunity to practice what is taught

in order to demonstrate what they have learned, and multiple opportunities to show mastery, as it is MBSE's intent to for every child to be successful. Students will receive timely feedback on their work to understand how they demonstrated learning effectively, or what can be done to improve their grade next time they are assessed for standards mastery.

### **Component 5: Reporting**

Reporting in the student information system will offer MBSE the capability of disaggregating data by individual student, class, and grade level. It will also offer teachers, parents, and students access to online student data. Student achievement data will be included in each student's file, thus making year-to-year evaluation and tracking of interim assessments more efficient. It will also provide students, parents, teachers, and administrators with the information to make decisions about differentiating instruction for each student. Parents will have real-time access to grades in the electronic grade book, and teachers will frequently communicate with families before a report card is issued to address any concerns about students who are failing their assignments.

After assessments are administered, results will be reported to every stakeholder, including students, parents, teachers, administration, community members, and the Governing Board. Students are given feedback through reports generated by the assessment, or by reviewing their work with the teacher to make sure they understand what they did correctly and what needs improvement. Families are given progress reports mid-quarter and report cards at the end of each quarter to stay informed of student progress. Parent conferences are scheduled to discuss particular assessments or other issues. MBSE will also send updates of progress on instructional software, such as Reading Plus, to ensure parents are aware of their child's performance. These communications are another way MBSE will reach out for support in motivating students to complete their practice. Teachers and administration stay informed of student progress through

data chats, described in the section that follows, and collaborate to make appropriate instructional decisions. Community members and the Governing Board are kept informed through leadership reports created by the principal to share at board meetings and Parent/Teacher Co-op meetings.

### **Component 6: Decision**

Decision is the final action. Teachers and administrators will make a decision based on the data to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction to reach students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of this Education Model is the fact that MBSE does not simply move on to the next standard after assessment, but continues re-teaching based on students' needs. The teacher will re-teach, either by whole-class or small-group instruction, until all students have mastered the standard. These decisions are determined through data chats and team meetings and guide the standards that are taught in the Instructional Focus Plan.

### ***Network Connection***

Another distinctive component of the Education Model is the constant connection within the CSUSA network. This connection supports the implementation of the Education Model with fidelity, and creates a sense of camaraderie and teamwork with the intention of further motivating the staff to achieve the vision and mission of MBSE. At each step, teachers and administrators have the opportunity to reach out to others to gain insight on best practices in order to provide the most effective instruction for students. This can range from lesson plan sharing and model lessons to professional development on instructional strategies. MBSE will be able to collaborate with other CSUSA-managed schools to help implement the replicated model. CSUSA will provide extensive training through New Teacher Induction, Curriculum Cadres, Quality Education for

Students and Teachers (QUEST) site visits, and other professional development opportunities, which are detailed starting on page 93. MBSE will also have the ability to reach out to the entire CSUSA network for support and will receive regular assistance from the Regional Director and Curriculum Specialist.

### **Class Descriptions**

K-5 English Language Arts: To increase rigor within the classroom and create more purposeful learning, reading and language arts are blended together to provide an integrated approach in a reading/writing workshop to master the standards. The primary goal of the reading program is to support the progressive development of reading comprehension and incorporate reading throughout all subject areas. Application of skills with real-world content and analysis of text is essential, thus the curriculum will be rigorous with the intention of preparing students to be college and career ready.

K-5 Mathematics: The GVC is the core curriculum, which is the current state math standards grouped and mapped in a particular way, and focuses students on accuracy of computation and mastery of basic operations, fundamental math concepts, and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers will use various manipulative materials, including technology, to promote engaging, hands-on learning before moving students to paper and pencil tasks.

K-5 Science: The scientific method is the primary system used for students to interact and make connections with scientific knowledge. Students will build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students will also develop awareness about the Earth through experiences in comparing, contrasting, and describing earthly materials. Students will start to build knowledge about the properties of the physical world

as they explore, examine, classify, and manipulate common objects in their environment and note their similarities and differences. Students will develop their own questions and perform investigations and experiments in a safe environment by using the processes of scientific investigation to design, predict, conduct, observe, measure, describe, gather data, and evaluate while communicating and recording their observations.

K-5 Social Studies: In social studies, students will acquire essential knowledge and develop and apply skills as they investigate society, explore issues, make decisions, and work independently and cooperatively with others. An effective social studies program provides a coordinated, systematic study that draws upon the disciplines in the social sciences and humanities. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, enhances critical thinking skills, reinforces a broad range of communication skills, fosters positive character development, and charges students to assume responsibility for positive change and civic action.

K-5 World Language: Offered as a “specials” class once a week, the focus of the world language program is learning about the language through study of poetry, songs, and other aspects of culture. Students will focus on developing the conversational, written, and formal language skills required for living in a diverse environment. A vital component in the foreign language program is the goal that students build an understanding of the relationship between the different perspectives and products of various cultures. Application of this knowledge will afford students the ability to recognize cultural practices and the uniqueness of various communities.

K-5 Art: Students will receive instruction once a week in this specials period. The primary goal of the art program will be to provide every student an opportunity to develop and explore his or her creative potential. Art specialists will encourage skill development and artistic adventure as

they guide students to create and express themselves in both realistic and abstract models. Students will develop art skills (including an aesthetic awareness of art forms in nature), an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression. Students will practice imagining, experimenting, solving problems, thinking independently, and making their own decisions.

K-5 Music: The music curriculum will be aligned with state standards, and will include both vocal and instrumental music. Students will receive instruction in music in a specials period once a week. A variety of melodic and harmonic classroom instruments along with singing during classroom practice and performances are incorporated throughout the music curriculum. Music specialists will introduce students to both music skills and knowledge of various types of musical literature. Students will be exposed to musical contributions representing various cultures, genres, styles, and artists. Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types.

K-5 Technology: We recognize and embrace the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only as a skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcomes.

K-5 Physical Education: The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities that emphasize fine and gross motor skill development. The kindergarten through second grade curriculum is focused on movement exploration through various motor and non-motor experiences, and includes instruction in keeping growing bodies

healthy, clean, and out of harm's way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades three through five allows students to interact in team sports that also contribute to developing habits of good sportsmanship.

K-5 Media Program: The Media Program will be focused on maximizing the classroom as the center of learning, with provisions for each class to have a classroom library and access to computers. Classroom libraries will be filled with a variety of texts including, but not limited to novels, magazines, newspapers, and reference materials. Classrooms will be equipped with computers and/or laptops to supplement instruction with digital learning resources. Having access to tablets will further enhance reading experiences within the classroom.

6-8 English Language Arts: Middle school students will complete three annual courses in ELA. The required courses are Language Arts 1, 2, and 3. Students may take additional reading courses as an elective, or be required to take intensive courses depending on their state-mandated assessment scores. Students can be offered Reading 1, Intensive Reading 1, Accelerated Language Arts 1, Intensive Language Arts 1, Reading 2, Intensive Reading 2, Accelerated Language Arts 2, Intensive Reading 3, and Accelerated Language Arts 3.

6-8 Mathematics: Middle school students will complete three annual courses in mathematics. Students will be able to take Intensive Math 1, Math 1, Intensive Math 2, Math 2, Intensive Math 3, Math 3, Pre-Algebra, Algebra I, and Algebra I Honors.

6-8 Science: Middle school students will complete three annual courses in science. Students will take Comprehensive Science 1, Comprehensive Science 2, and Comprehensive Science 3. Physical Science Honors may also be offered to seventh and eighth grade students, and Biology Honors may be offered to eighth grade students, depending on the needs of the students.

6-8 Social Studies: Middle school students will complete three annual courses in social studies. As a possible track, students will take Early Cultures in sixth grade, Contemporary Cultures in seventh grade, and South Carolina History in eighth grade. The primary goal of the social studies program is to provide instruction in the strands of geography, world history, and government. The middle school social studies curriculum sets the stage for higher levels of rigor and higher academic achievement.

6-8 World Language: The primary goal of the world language program, aligned to the Next Generation World Language Standards, is to provide instruction in the following five areas: 1) communication, 2) cultures, 3) connections, 4) comparisons, and 5) communities. Focusing on these five areas, students will learn to communicate in a language or in languages (other than English) through the following modes of communication: interpretive listening, interpretive reading, interpersonal communication, presentational speaking, and presentational writing.

6-8 Technology: Technology instruction in grades 6 – 8 continues to employ national standards, benchmarks, and grade-level expectations and builds upon the skills learned in grades K – 5. Technology, like other subject areas, is departmentalized and offers specific courses for study. Students in grades 6 – 8 may elect to take a semester or full-year computer course.

6-8 Fine Arts: The primary goal of the art program is to provide instruction in the following domains/strands of art: critical thinking and reflection; historical and global connections; innovation, technology, and the future; organizational structure; and skills, techniques, and processes. The Arts encompass music, visual arts, theatre, and dance. The Arts are serious and rigorous academic subjects with the potential to help students achieve creativity, self-awareness, self-expression, and interactive and cooperative learning skills. Study of the Arts has been proven

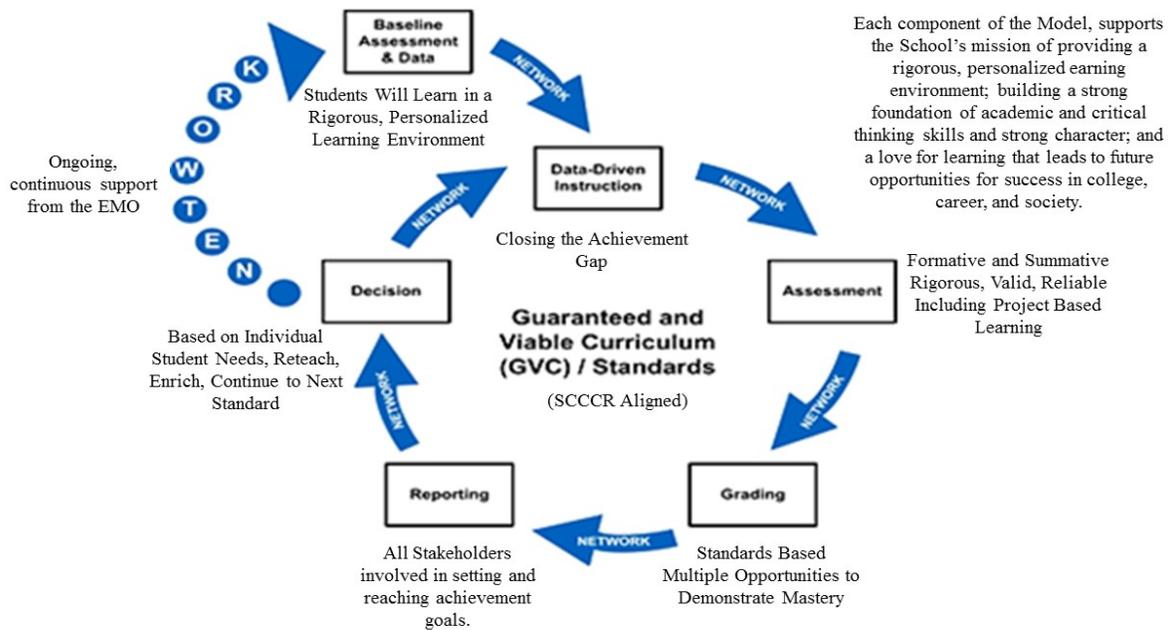
to enrich and enhance reading, writing, and mathematics skills. Research also shows education in the Arts is critical to students' intellectual, social, emotional, and physical growth.

6-8 Physical/Health Education: Middle school students will complete one semester of Physical Education in sixth, seventh, and eighth grades. The primary goal of the physical education program is to provide instruction in the following strands of physical education: physical literacy, responsible activity behaviors, and advocate and promote physically active lifestyles. These strands offer students the opportunity to develop and continually enhance life management skills necessary for healthy, active living. Students will not only develop the skills required for participation in physical activities, but will also develop an understanding of physical fitness, health and nutrition, and the importance of instituting positive health behaviors.

6-8 Media Program: MBSE's Media Program will be focused on maximizing the classroom as the center of learning with provisions for each class to have a classroom library and access to computers. Classroom libraries will be filled with a variety of texts including, but not limited to novels, magazines, newspapers, and reference materials. Classrooms will be equipped with computers and/or laptops to supplement instruction with digital learning resources. Having access to tablets will further enhance reading experiences within the classroom.

Please see **Appendix I** for a complete list of teaching positions and **Appendix F** for a sample school calendar and daily schedule.

**Graphic organizer illustrating how the proposed educational program.**



**How the charter school will meet or exceed the academic performance standards and expectations adopted by the State Board of Education.**

CSUSA's GVC will be fully aligned to the SCCCR Standards prior to MBSE's opening. CSUSA Curriculum Specialists and a team of master teachers will conduct the process of reviewing and revising the curriculum maps to ensure alignment during summer curriculum mapping sessions. The GVC is mapped to ensure teachers have adequate time to teach all required SCCCR Standards, and the students have the time to master them. Teachers will receive extensive training on the use of the GVC to guide instruction, create effective lesson plans, and track mastery to ensure readiness to transition to the next grade level. Sample curriculum maps aligned to the SCCCR Standards can be found in **Appendix H**. Common assessments will be administered monthly and will provide a uniform formative assessment to track MBSE's overall mastery of the standards for each grade level. To further ensure students are on pace for mastery, teachers will plan and schedule learning objectives aligned to Instructional Focus Plans.

***How the instructional design, learning environment, class size and structure, curriculum, and teaching methods will enable each pupil to achieve the standards.***

Teachers will use multiple engaging, research-based instructional strategies to reach every child in the classroom, as it is our mission to provide an individualized learning environment. Teachers will implement Marzano's 13 high-probability instructional strategies, which research shows yield the most academic gains across all grade levels when employed consistently. These strategies, will be used in all grade levels, but instruction will vary by increasing expectations and complexity as grade levels progress.

Instructional methods are dependent on the needs of the individual student. To align with our mission and empower all students through individualized learning plans, teachers will adapt lessons to meet the needs of all learners through differentiating the content, process taught, and assessment type. Instruction will include leveled texts and resources for students on, above, and below grade level. Higher order activities, such as project-based learning; critiques and evaluations; and evidence-based activities will be utilized to challenge students. Innovative instructional methods will range from student-centered, blended, project-based, and cooperative learning; cross-curricular instruction; and instruction that addresses Multiple Intelligences.

Additional supports will be used to enable each student to achieve their goals. These include push-in/pull-out support by certified teachers, tutoring and an extended school day, and a built-in enrichment/remediation block. Also, after MBSE's first year of operation, it will apply for, and then implement a Cambridge International Examinations Program (Cambridge) to support academic rigor throughout MBSE. For high-achieving students in need of academic enrichment, Cambridge will provide an international, pre-university curriculum and examination.

MBSE will have a highly structured, classroom-based learning environment aligned to the student population. Along with clear, positive behavior expectations, each class will post a

detailed, minute-by-minute agenda to protect instructional time. The agenda will include essential questions and objectives that focus learning within the room. Student work, student-generated word walls, and visual student-goal progress trackers toward mastery of standards will be displayed to promote student-classroom ownership. To further deepen learning, classrooms will also post anchor charts reflecting step-by-step processes for taught material to serve as a consistent reminder for students.

At capacity, kindergarten classrooms are designed to accommodate 20 students; first through fifth grade classrooms 23 students; and sixth through eighth grade classrooms 25 students. Because we anticipate that students will perform at various levels, classes will be organized to accommodate differentiated instruction. Classrooms will support whole-group instruction and targeted support from teachers in small-group and one-on-one arrangements. Students will participate in blended learning within the classroom and complete coursework at their individualized level on various software programs. Visitors will be able to walk in the room and see various learning experiences happening simultaneously, such as teachers working with a small group of students on a targeted skill, students on laptops receiving remedial or enrichment practice, groups of students working cooperatively on a project, or students working independently on leveled tasks. Structured procedures will be in place to minimize distractions and ensure all students stay on task.

Most elementary grades will be self-contained, in which all subjects (except for specials) will be taught by the same teacher within the classroom. In middle grades, departmentalization is important as the content students are expected to learn increases in each grade level, requiring subject-focused teachers to be able to instruct to the rigorous levels required for standards mastery. The Principal will also have the opportunity to departmentalize other grade levels depending on

students' needs. In order to nurture a love for learning that leads to further opportunities for success in college, career, and society, MBSE will provide a variety of extracurricular activities in addition to the previously cited tutoring program. Offering a wide range of after-school activities in which students may participate (depending on demand and availability) will foster their academic, social, and physical growth. Clubs that may be offered include Student Council, Science Club, Basketball, Cheerleading, and Service Club.

The classroom will be the hub of student learning, thus resources will be maximized within each room. Students will have access to a variety of texts from a classroom library to supplement learning. Both fiction and nonfiction resources will be leveled and available, allowing students to read appropriate books based on their abilities. To support student engagement, technology resources will be placed in the hands of the students to provide an interactive learning environment.

The following technology will be available in each classroom:

- Interactive Displays/Panels with Tablets
  - Teachers interact with the panel and tablet to display how to complete work, such as step-by-step math problems, displaying an essay and showing how to edit, or writing notes on the tablet that display on the screen for analyzing a reading passage
  - Teachers can interact with videos/tutorials/PowerPoints on either the panel or tablet
  - Students can interact with the tablet to show their work, which can be displayed for the class to see to evaluate and learn from each other
  - Students can use virtual tools to manipulate texts and math problems (i.e. highlighting texts, showing counters, etc.)
  - Tablets can be used to read digital content and books
  - Each teacher will have their own laptop that also connects to the panel
- Classroom Laptop Computers
  - Can be used during centers or independent practice to complete work independently on software
  - Can be used for research or other projects as designated by the teacher
  - May be utilized during lunch, before school, or after school
- Document Cameras
  - Used to display texts, manipulatives, books, or other resources while the teacher or student interacts
- Mounted Projector and Screen
  - Used in art, music, Spanish, and computer labs
  - Can connect to their computers to display and present documents

MBSE' technology will also include:

- Computer Labs/Mobile Laptop Carts
  - Used for the technology period in elementary schools to work on computer skills, software programs, research projects, PowerPoint presentations, and other activities
  - Used for electives associated with graphic design, computing skills, and other technology skills in middle school
  - Can be open before and after school for student use if they do not have access at home
  - Teachers can request to use these in the classroom for whole-class projects, typing essays, or completing assignments on software programs
  - Used for testing purposes
- Production Room
  - Typically includes a camera, green screen, lights, AV equipment, and Safari Montage encoders
  - Used for filming, processing, and streaming morning announcements
  - This room can also foster student creativity in developing presentation and videos for various projects and activities
- Multi-purpose Room
  - Outfitted with sufficient audio/video equipment for presentations

Wireless networking will be employed throughout MBSE to allow students instant access to digital content provided by Safari Montage. This innovative program provides access to preloaded educational videos tied to the curriculum, which enables MBSE to upload its own digital content and disseminate it to all classrooms, providing a new mode of communication and education for its 21st century learners.

***How the educational program is research based and data driven.***

The Education Model has proven to be effective with all student populations throughout CSUSA's network in the mission of increasing student achievement and the building of a strong foundation of academic and critical thinking skills for future success. It is specifically designed to focus on tailoring instruction to fit individual student learning needs. The Education Model is a framework for continuous improvement, its foundation built on the more than 35 years of Marzano's research, focusing on school goals to increase student achievement and close the achievement gap. Every school administrator and faculty member will be trained in Marzano's research and the Education Model. Additionally, they will be trained in data collection systems to

provide continuous assessment toward school goals. Student and school performance data will be collected regularly throughout the year and used by school administrators and faculty members to monitor progress in achieving MBSE's goals. Administrators and faculty will evaluate, create, and revise instructional goals based on the instructional calendar and progress made.

The data-driven Education Model allows teachers to take ownership of the learning program within their own classrooms. CSUSA provides the curriculum map (**Appendix H**), which is the core of instruction that lists the standards that need to be covered, but teachers have flexibility with the styles, strategies, resources, and materials they use to deliver the core curriculum. MBSE will provide a list of approved resources and materials, for both texts and computer-based programs, from which the teachers may choose. Teachers will take the time to study the curriculum maps and create cross-curricular plans to provide a deeper understanding of content. They will disaggregate common assessment data to create IFPs designed to review previously taught standards that have not yet been mastered by all students, while still continuing to also teach new content within the instructional block. Teachers will group students for targeted, small-group instruction according to individual student performance on particular skills, and by determining the most effective blended learning lessons and activities to supplement instruction.

***Plan to address the needs of struggling learners through a Response to Intervention process.***

Teachers will be expected to differentiate instruction to reach all learners in all subject areas, but there will be times when students need additional support to ensure they do not fall further behind. Diagnostic and benchmark assessments will be used to identify skill deficiencies and monitor progress, such as Wonders diagnostic assessment, Skills Based Checklist, Running Reading Records, and Northwest Evaluation Association (NWEA) assessments.

When students are not performing at expected levels, intervention procedures are in place to ensure they are properly identified and placed into appropriate intervention programs to get them back on track for success. MBSE will follow the Response to Intervention (RtI) tiers:

- Tier 1: Standards-Based Classroom Learning – All students participate in general education learning that includes universal screenings to target groups in need of specific instructional and/or behavioral support; implementation of the SCCCR Standards through a standards-based classroom structure; differentiation of instruction, including flexible grouping, multiple means of learning, and demonstration of learning; progress monitoring of learning through multiple formative assessments; and positive behavior supports.
- Tier 2: Needs-Based Learning – If a student is not making sufficient progress, in addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, and on-going progress monitoring every 6 – 8 weeks to measure student response to intervention and guided decision-making. A Problem Solving Team (PST) makes determinations with members including the Student Services Coordinator, a member of the administrative team, general and special education teachers, parents, and subject area experts such as occupational and speech therapists as needed. Tier 2 instruction occurs in small-groups, in addition to the time allotted for core instruction. At the conclusion of the 6 – 8 weeks, the PST will meet again to discuss the data collected and will determine if the student needs to move to a Tier 3 intervention, or if they need to continue the Tier 2 intervention.
- Tier 3: SST-Driven Learning – If the PST determines a student is in need of Tier 3 intervention, an identified intervention teacher will collect data on the chosen interventions for a period of 8 weeks. In addition to Tier 1 and Tier 2, targeted students will participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resources; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts. At the conclusion of the 8 weeks, the PST will meet again to discuss the collected Tier 3 intervention data, and will determine the next steps.

MBSE will implement various interventions depending on which tier the child falls under, and increase the amount of instructional minutes provided. The following interventions are provided:

- Differentiated RtI Block: Students are placed in various classes, depending on their levels and skill deficiencies, for a block of time to receive targeted instruction in either reading, math, or science.
- Push-in/Pull-out Instruction: Outside of their core classes, students receive intensive instruction based on their skill level.
- Tutoring/Extended Day: After-school, small-group instruction utilizing a separate curriculum to reach the needs of students performing below grade level.

The RtI block is provided to students for a set amount of time each day, but other interventions may be increased or decreased depending on the amount of support the child needs. For example, students can attend Saturday tutoring sessions or have multiple push-in/pull-out sessions during the week to catch up to grade level.

Teachers will create a Progress Monitoring Plan (PMP), which describes the current level of students based on data from their assessments, targeted interventions they need, frequency in which the interventions will be administered, and the expected outcome or goal of the intervention. The student's parents, teachers, and administrators sign the PMP, and the team reconvenes at least quarterly to monitor progress and review the plan again. Teachers will provide more frequent updates through parent conferences, informal conversations, and graded assignments. Various programs are utilized within the interventions described above, including:

- Reading Plus
- Reading Eggs
- Voyager Learning
- Wonderworks
- Reading Mastery
- Triumph Learning

***Method and courses for meeting or exceeding the SC State HS Diploma requirements.***

Since MBSE will only be serving grades K – 8, this question is not applicable.

**6. GOALS, OBJECTIVES, AND EVALUATIONS**

***Goals that are appropriate and manageable; measurable objectives with benchmarks; and goals and objectives that utilize standardized test data that aligns with the state and federal accountability systems.***

We understand and are dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and will continually strive for academic excellence on challenging state academic standards and state assessments. MBSE's performance-based educational goals and objectives are designed to focus all stakeholders on student academic

achievement. With rigorous academic goals, individual student goal-setting (through student PLPs), and parental support of academic growth, MBSE will ensure continually improving student achievement.

The intent of MBSE is to align a significant portion of academic goals to the state accountability system in South Carolina. For the 2015-16 school year, South Carolina Palmetto Assessment of State Standards (SCPASS) (for science and social studies) and SCREADY (for math and ELA) assessments have been implemented. Typically, in the initial charter year or the first year of any new assessment, MBSE will aim to meet or exceed the performance of comparable district schools on all state accountability elements. After establishing the baseline student performance in Year 1, MBSE will revise and document its multi-year goals in an annual Strategic Plan. To maintain a level of transparency with our students, parents, and the community at large, MBSE will align the majority of its goals to publicly available data calculated and published annually by the South Carolina Department of Education (SCDE).

At a minimum, MBSE will set goals on student achievement (proficiency), growth, and making progress towards closing the achievement gap. These S.M.A.R.T. goals will align with the traditional adequate progress provisions (safe harbor), an annual 10% reduction in the percentage of students not scoring proficient levels or not making learning gains. For example, the average ELA “Exemplary” performance among local schools in Hanahan<sup>1</sup> in 2013-14 was about 45%. Using 45% as a sample baseline for Year 1, MBSE’s goal would be to improve to at least 50% of students earning an Exemplary rating on the state assessment in the following year. Please see page 50 for the full list of sample goals based on a baseline of the local schools’ in Hanahan.

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<sup>1</sup> Local schools included in this average: Malcolm C. Hursey Elementary, Matilda Dunston Elementary, Morningside Middle, North Charleston Elementary, Hanahan Elementary, Hanahan Middle.

In addition to state accountability specific goals, MBSE will utilize and set goals on the nationally normed, interim and formative NWEA Measures of Academic Progress (MAP). NWEA is one of the largest interim assessment providers in the United States. These computer-based assessments are aligned to the SCCR Standards, are adaptive, and consistently and reliably measure student achievement and growth on the RIT scale (scale score). After each fall administration, students will receive nationally normed end-year spring growth trajectories. These targets will be used systemically for goal setting from the school level down to each individual student. All students in grades K – 8 will be assessed three times per year on their achievement and growth in ELA and mathematics. NWEA MAP goals will also be aligned to student achievement, growth, and closing the achievement gap. See overall and specific goals in Tables 6.1 and 6.2 below.

**Table 6.1**

Alignment	Goal	Performance to Exceed (*based on national NWEA norms)
<b>Achievement</b>	MBSE will improve annual student achievement (the percent of students scoring in the 50 <sup>th</sup> percentile or higher) in ELA/reading and math by reducing the percent of students below the 50 <sup>th</sup> percentile by 10% each year.	An annual, 10% reduction in the percent of students scoring below the 50 <sup>th</sup> percentile*
<b>Growth</b>	Students will <b>meet or exceed</b> their NWEA normative growth targets in ELA/reading and math annually, at a rate that surpasses the average performance of students nationwide.	≥50% of growth targets met*
<b>Closing the Achievement Gap</b>	Students in the lowest quartile at the beginning of the year will <b>exceed</b> their NWEA normative growth trajectory in ELA/reading and math annually, at a rate that surpasses the average performance of students nationwide.	>50% of growth targets met*

Table 6.2

**Goals: Local School Average as Baseline - Hanahan Area Schools**

Goal Area	Assessment	Subject	Expected 2014 Baseline Results	Year 2	Year 3	Year 4	Year 5
% Exemplary	SC READY	1. ELA	40	46	51	56	61
	SC READY	2. Mathematics	36	42	48	53	58
	SC PASS	3. Science	23	31	37	44	49
	SC PASS	4. Social Studies	34	41	47	52	57
	SC READY	5. Writing	35	41	47	52	57
Growth	Rating	Overall	Average	Good	Good	Excellent	Excellent

Goal Area	Assessment	Subject	Expected 2014 Baseline Results	Year 2	Year 3	Year 4	Year 5
Proficiency	Middle School EOC	6. Algebra	86	88	89	90	91
		7. English I	85	86	88	89	90

All values are percentages.

Each year reflects a 10% reduction in the number of students who are NOT Proficient relative to the previous year.

**Local schools included** in this average: Malcolm C Hursey Elem, Matilda Dunston Elem, Morningside Middle\*, North Charleston Elem, Hanahan Elem, and Hanahan Middle\*.

\* Included in EOC estimates.

***Strategies to meet the goals and objectives that reference the educational program section.***

As stated in Section 5, a variety of research-based instructional strategies, including Marzano’s Thirteen High Probability teaching strategies, will be implemented to ensure student achievement.

These instructional strategies, combined with the innovative aspects of MBSE’s educational program, such as the data-driven Education Model, an extended school day, before and after school tutoring, targeted instruction, and the use of PLPs, will support MBSE in reaching the achievement and growth goals described above.

***Description of the diagnostic, formative, and summative assessments.***

We consider evaluation and assessment to be a broad and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. With the GVC at its core, MBSE will administer assessments as outlined below and follow administration with in-depth analysis to establish current baseline levels of mastery of specific skills, and identify specific areas of need for all students. The assessment tools listed below do not limit MBSE from incorporating other measures that we might determine necessary to support the mission of MBSE.

**State Summative Assessments**

MBSE will adhere to all state accountability and testing requirements, including administration of the SCPASS, and End-of-Course Assessments in science and social studies. When procurement is finalized by the state of South Carolina, MBSE will also administer the SCREADY assessments in math and ELA/reading in accordance with state policy. MBSE will also administer alternative assessments when appropriate.

**Interim Formative Assessments**

NWEA currently provides the MAP for grades 2 – 11 in ELA and math and grades 3 – 8 in science. The audio supported MAP for Primary Grades (MPG) is available for grades K – 2 in ELA and math. NWEA MAP tests students with engaging, ability-appropriate content aligned to state standards in ELA, math, and science. NWEA is a computer-based, adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the level of the student performance, the results of which inform a student’s instructional level (zone of proximal

development) and what they are “Ready for Instruction Today (RIT).” Additionally, both MAP and MPG are effective universal screening assessments for RtI. In 2011, the National Center on Response to Intervention (now Center on Response to Intervention at the American Institutes for Research) gave MAP and MPG the highest possible ratings for classification accuracy for math and reading.<sup>2</sup>

### **Common Monthly Assessments**

CSUSA will provide monthly "common assessments" which are created from a research-based and reputable item bank,<sup>3</sup> and used to gauge students' progress towards mastery of the GVC. The Common Monthly Assessments are administered simultaneously across CSUSA's network of more than 77 schools nationwide. The assessments are aligned to the Common Core Standards with state specific crosswalks, and include short-term review as well as spiraled review. This provides a frequent, uniform tool to monitor progress towards the mastery of grade-level standards in between NWEA interim assessments.

### **Weekly Standards Assessments/IFP Assessments**

These include objective-based questions used for quick checks of content material and essay questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit. Additional formative assessments used in the classroom may include:

- Quarterly progress summaries
- K-2 Skills Checklists (In the NWEA MPG suite of resources)
- DIBELS
- EasyCBM
- Fountis & Pinnell: Running Records
- Oral Reading Fluency Checks
- Teacher observations

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<sup>2</sup> <https://www.nwea.org/rti/>

<sup>3</sup> Currently, Common Monthly Assessments are created using the KDS (Key Data Systems) item bank.

- Journals
- Attitude inventories
- Tools within software programs
- Anecdotal records of the student's performance
- Achievement of goals and objectives in the student's PLP

To ensure efficient collection and transfer of student performance data, MBSE will cooperate with all schools and home district(s) in obtaining all necessary records and student information. Baseline achievement data, when available, will be collected from previous year's state assessment results, the fall NWEA interim assessment, and numerous diagnostic assessments such as the DRA<sub>2</sub> Plus for incoming kindergartners. This data will be used to generate the PLP, which is created by compiling prior rates of academic progress in order to identify students' current strengths and areas of need to effectively target instruction. The student's home district will provide MBSE, prior to the beginning of each school year and upon request during the school year, all student performance data electronically (in .txt, .csv, mdb, or .xls format) and cumulative records for all incoming students.

***A plan to monitor progress toward meeting the goals and objectives of the school.***

MBSE's use of a research-based, data-driven Education Model provides the structure and accountability for the continuous monitoring and analysis of the academic program. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about instructional focus and strategies to best meet the needs of each student. The data will be used to develop regularly updated PLPs to monitor progress and ensure students are on track to master the required standards. These data will be analyzed during weekly or bi-weekly data chats (described on page 57) to determine action steps to help students improve or make adjustments in

school-wide initiatives. Quarterly data chats will also provide a formal opportunity for parents and teachers to discuss the progress of students. Many schools managed by the CSUSA use a student-led data chat model, where students take the lead in presenting their progress.

Throughout the year, teachers use data from state or national assessments, NWEA, and in-class assignments to drive the decision-making process with regard to differentiated instruction. NWEA is especially useful when grouping students for teacher or interventionist-led small groups, tutoring and one on one instruction. Student groupings will change periodically in classes depending on the standard being taught, activity and/or ability level. Teachers will integrate formative assessments throughout their classroom activities to make real-time instructional decisions. Continuously assessing, reflecting, and adjusting the content, process, and product will enable teachers to best meet the needs of each individual student.

Not only will our students be learning, but our teachers and administrators will always be growing their craft. To ensure that our teachers and administrators are using the most current research-based practices and meeting the needs of the students, ongoing professional development will be utilized to improve student learning and academic achievement.

Described further in the section both school leaders and teachers will receive extensive, rigorous training prior to the start of the school year through professional development sessions tailored to the unique student population's needs. During the school year, needs and opportunities for training will be identified according to analysis of student performance data, administrator walk-throughs, and teacher requests to ensure teachers have the support and resources necessary to provide effective instruction. Input from administrators, staff, and Quality Education for Students and Teachers (QUEST) visits (peer-to-peer site visits unique to CSUSA and described further on page 94), will also provide data to inform professional development opportunities.

Throughout the school year, training sessions will be provided on various professional development topics, such as Differentiated Instruction, Observation and Feedback, Common Monthly Assessments, NWEA, Cross-Curricular Instruction, Data Analysis, and Data Chats. Curriculum Resource Teachers (CRTs) at MBSE will attend monthly sessions and then disseminate the information they learned to faculty. Each year, the focus of Curriculum Cadres (described on page 94) will change to meet MBSE's current educational needs. Professional development will be held in various ways, including Professional Development Days, after-school meetings, team meetings, data chats, or team lead meetings. MBSE may also participate in district offerings for professional development as needed. For a sampling of available professional development, see Section 10 (page 93).

CSUSA will provide returning principals and new principals with their own professional development institutes each summer in preparation for the upcoming year. These institutes will include information regarding best practices, new regulations, and any other expectations within their role. All principals and assistant principals also attend monthly meetings to receive support within their positions, and to address the needs of their individual schools and region.

Further professional development is available to all new teachers (new to the profession and new to CSUSA) through Teacher Learning Communities (TLCs), which support teachers throughout the year by focusing on research-based teaching methods. A master teacher leads the TLC, meeting at least once a month with new teachers to provide support and training, share best practices, conduct observations, or view model lessons. In addition, both the master teacher and new teachers receive support from CSUSA through quarterly training sessions and monthly web-based video training sessions.

***An explanation of data collection, analysis, and management.***

Upon enrollment, MBSE will obtain a student's previous records from the student's previous school or PowerSchool, including past performance on state assessments such as the DRA<sub>2</sub> Plus, SCPASS, SCREADY, ACT Aspire, and End of Course Assessments.

After analyzing baseline data, teachers will be provided professional development to support the instructional strategies that best meet the needs of each student. This innovative approach to data-driven instruction and ongoing teacher support from within the network will ensure a culture of continuous improvement and increased student achievement.

During the school year, data will be collected primarily through regular assessments, such as Common Monthly Assessments and NWEA. By using MBSE's student information system and analyzing student- and class-level assessment results throughout the school year, teachers have the data-driven support to help create PLPs, effectively adjust instructional focus through spiral teaching, and employ differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content.

**Performance Matters/Data Warehouse**

Performance Matters platform is constructed based on the principles of High Availability Architecture. Performance Matters provides multiple redundant security systems at the presentation, business, and, data tiers of our application to protect the privacy and integrity of student and teacher data. All servers are protected by redundant firewall systems, managed virtual network segmentation, and database division at the customer level. Source files are transferred using encryption and IP restriction for origination verification and security. End to end, all data is secured to prevent unauthorized access. Each distinct client has its own database instance and no records are shared between any of the databases. This architectural aspect of the Performance Matters Application ensures the confidentiality of all student information contained.

In the data warehouse, multiple assessment data points are held for easy comparison. Teachers can view assessment data to determine trends in student performance and identify red flags. For instance, it would be a concern if a child was performing on grade level on NWEA, yet was failing each CMA.

### **Data Chats**

As part of professional development throughout the year, a member of MBSE's leadership team will lead collaborative data chats by analyzing students' data to ensure that teachers have a clear understanding of the importance of providing data-driven instruction. The data chats pinpoint what is needed in each classroom, including recognizing skills that each individual student needs to master. The teacher then uses the analyzed data to assist each student with individualized goal-setting and developing his/her PLP. By analyzing their own data through data chats, teachers take ownership of their data and student gains. This is also the outlet for decision-making with regard to students who will be offered additional instructional time, which may include tutoring, pull-out/push-in programs, and small-group instruction. Support from CSUSA will be provided to ensure proper implementation of this process in order to improve student performance.

### **PowerSchool**

Our student information system provider offers a dedicated, secure rack for all hardware, battery backup, and all networking hardware located within their secure facility. The Pearson-provided storage facility also uses a 128-bit SSL transport mechanism.

### **CSUSA**

MBSE will employ an 802.11n/ac wireless network with WPA 2 encryption. Devices are protected from viruses and malware through a combination of antivirus software, best practice security measures, LAN and WAN monitoring and intrusion detection systems, as well as a CIPA-

compliant content filter. Email and other systems are accessed through secure SSL encryption. Data protection is provided via redundancy of hardware as well as encrypted local and cloud-based backups. Access to resources is provided via network security groups and individual account passwords. Assignment of those security roles and permissions is performed by designated IT staff and requires appropriate authorization before completion.

***Explanation of how student assessment and progress will be communicated.***

Student assessment and progress information will be shared with students and parents in multiple ways. PLPs and/or PMPs are updated quarterly, at a minimum; with students, parents and teachers actively collaborating to develop each child's PLP and set growth goals. Student performance data will also be reflected on student report cards and student progress reports and discussed during student/teacher/parent data chats. Report cards will be distributed quarterly as a formal communication tool, but parents will be able schedule conferences and communicate with teachers as often as necessary. Progress reports will be sent home mid-quarter for parents to monitor progress as well.

Additionally, parents will have access to the student information system. This online access will inform them, via a controlled access password, about their child's class work, test grades, and weekly progress towards mastering grade-level standards. Parents will have on-demand access to the majority of student information and at any time can ask questions, schedule a conference, or just be aware of their child's academic achievement. Outside of the student information system, NWEA MAP assessment data, in conjunction with students' state assessment scores, are communicated to parents to keep them informed of student progress.

At the conclusion of each testing season and throughout the year (as data becomes available), MBSE will report state and interim assessment results at monthly Governing Board meetings publically available to the sponsor and community at large. In MBSE's first year, the Governing

Board will view these initial results as a baseline for future goals. A baseline year will also be utilized when the state introduces new state-wide standardized assessments or school accountability calculations.

In lieu of a baseline comparison in Year 1 of the charter, the Board will monitor MBSE's performance relative to demographically similar area schools and nationally normed NWEA MAP performance. CSUSA typically establishes a quarterly reporting cycle in which data is presented to the Governing Board as it becomes available. Benchmark and interim assessment results, such as the NWEA MAP and MPG, are available three times per year for all tested grade levels. Results are presented relative to national normative status and growth performance. CSUSA also administers and reports student, parent, and staff survey results twice each year. Monthly Governing Board meetings are also an opportunity to report operational and financial updates.

## **7. SERVING STUDENTS WITH SPECIAL NEEDS**

### ***Plans to comply with IDEA, Section 504, the ADA, and Title III of ESEA.***

MBSE's admission policy welcomes and encourages the enrollment of students of all learning profiles. Students with disabilities (SWD) shall have an equal opportunity of being selected for enrollment in MBSE. MBSE's enrollment application does not request information on disability status. MBSE does not discriminate or limit enrollment based on race, religion or disability. Furthermore, MBSE's marketing strategy materials will reflect that it is a "tuition-free" public charter school and that it serves all students. MBSE will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all district, state, and federal special education guidelines and regulations as provided by the South Carolina Public Charter School District, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act.

Based on the enrollment of students with disabilities, MBSE will hire and train the appropriate number of teachers to ensure all necessary IEP services are being implemented. Special education staff will include a Special Education Teacher to serve as the lead special education coordinator and who will oversee special education compliance as one of the position's responsibilities, as well as additional special education certified teachers based on students' IEPs. It is anticipated that two special education teachers would be hired in Year 1 with a third teacher added in Year 2. Special education staffing will be adjusted as needed based on actual student enrollment.

MBSE will utilize the regular school facilities and adapt them to the needs of the exceptional students by adhering to Section 504, IDEA and ADA to ensure that MBSE provides a FAPE within the least restrictive environment. MBSE will implement the Universal Design model, accommodating to the maximum extent possible for individuals with special needs.

MBSE is aware that special education spaces should not be clustered or isolated in a single area of the building. While some special education functions clearly need to be adjacent or in proximity to one another, the balance will be dispersed throughout MBSE. The design of MBSE will respect the distance that students travel throughout the building. If elevators are required in the design of the building, they will be centrally located and never placed at the far ends of the building.

MBSE's Universal Design sanctions that school furniture should maximize comfort and minimize the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges and no glare surfaces. Likewise, pedestrian walks, bus circulation, car circulation, service deliveries, and parking will be physically separated. The clear delineation of these traffic patterns enhances everyone's safety. Pedestrian routes, including those to and from parking areas and bus loading and drop-off areas, will be supervised during school hours as well

as well-lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

For students with disabilities whose needs can be met in a regular classroom environment, provisions of supplementary support and services and/or modifications and accommodations will be provided as outlined in their IEP. We are aware that some students' IEPs may necessitate the need for assistive technology, environmental adaptations, specialized instructional strategies, peer supports, curricular adaptations or modifications, and collaborative teaching. The extent to which an individual student participates in the general education setting with the use of such supplemental aids and services and/or modifications and accommodations is determined on a case-by-case basis by the IEP team.

***Plan to provide a variety of service delivery and placement options.***

Special education services will be provided through a model of inclusion for the majority of students with disabilities enrolled at MBSE. All students will receive services in the least restrictive environment as determined by their IEP Team. A full continuum of special education and related services will be offered to meet the needs of MBSE's students with disabilities. Students with disabilities will be educated in a special education setting only if the nature and severity of the student's disability is such that education in general education classes with the use of supplementary aides and services cannot be achieved satisfactorily.

The special education teachers and general education teachers will collaborate with regard to lesson planning and implementation and student progress. Related service providers will also collaborate with the students' special education and general education teachers. This will ensure that all teachers working with the students with disabilities will be focused on meeting the students' needs as well as student growth and goal attainment.

When decisions are made related to addressing the needs of students with disabilities, these will be made through the collaboration of a team. For students with an IEP, this team will consist of the student's parent(s), the student if appropriate, the special education provider(s), the general education teacher, and the LEA representative. For students protected under Section 504, a team of no less than three individuals who know the student, have knowledge about the student's disability, and are knowledgeable about instructional aids/accommodations will form that collaborative decision-making team.

***Plans for transitioning students out of special education.***

MBSE's plan for transitioning students out of special education considers students who may no longer require special education services as well as students who may continue to require services but are transitioning to high school. When determining appropriate services and placement for students, the IEP Team will always consider the least restrictive environment appropriate to meet the individual student's needs. As students make progress, the IEP Team may consider a gradual reduction in the intensity or frequency of services provided, as appropriate, which allows for services to continue to be provided with opportunities for monitoring before fully dismissing students from the special education program.

In some instances, the IEP Team may determine that special education and related services are no longer required by a student, yet the team may feel that the student may still require accommodations due to his or her disability in order to access the curriculum. If this is the case, MBSE would consider the student for accommodations under Section 504, if warranted. For students who may continue to require special education services but may be transitioning to high school, MBSE will collaborate with the new school, inviting them to participate in the student's IEP meeting to allow for a more successful transition. In addition, for students who will turn 13 during the IEP period, MBSE will invite the individual student to his or her IEP meeting to begin

to address postsecondary goals and transition service needs in the areas of education/training, employment and independent living skills (if appropriate).

***Plan to include needed staff, adequate funding, evaluation of programs' success, and flexibility to add contracted services for the initial year of operation.***

When students with disabilities enroll at MBSE, the Enrollment Manager will advise the lead Special Education Teacher of the student's enrollment. This individual will review the student's IEP and ensure that all services indicated on the student's IEP are in place. Based on the enrollment of students with disabilities, MBSE will hire and train the appropriate number of teachers to ensure all necessary services are implemented. MBSE will also contract with appropriately licensed vendors to provide special education and related services including speech therapy, language therapy, occupational therapy, physical therapy, and school psychology services, as some examples, based on need reflected on student's IEPs.

The initial/first year budget assumes a 10% SPED population based on guidance provided by the SCPCSD. The budget will be adjusted based on actual student enrollment and continuously reviewed to allocate appropriate funds. In subsequent years, known information on returning students will be utilized and incorporated into the budgeting process.

During the summer prior to MBSE's opening, IEPs of enrolled students will be reviewed to determine which of these contracted services will be needed and to finalize contracts with vendors to allow services to be in place at the start of the school year. MBSE will establish partnerships with national and local vendors to allow for additional contracted services to be added as necessary based on individual student needs. These positions collectively form MBSE's Special Education Department and will allow for the provision of a full continuum of services.

MBSE's effectiveness in serving students with disabilities will be evaluated on a continuous basis in several ways. Performance data of all students will be reviewed, including students with

disabilities. Special education teachers and general education teachers will collaborate with lesson planning and implementation, as well as to review progress monitoring data on the students that they serve to determine if students are meeting the goals of their IEPs. This will ensure that the focus will be on each student's progress, by all teachers who serve the students within MBSE. School based administrators, faculty and staff will review student performance data to ensure that the special education program is focused on student achievement and learning gains.

Additional ways to evaluate the progress of MBSE's special education students include a review of their performance data from the annual state mandated assessment. For students with disabilities with significant cognitive impairment who may participate in the Alternate Assessment on Alternate Achievement Standards (AA-AAS) as deemed necessary by the student's IEP team, this assessment data will also be used to evaluate the effectiveness of MBSE's special education program.

Additionally, the effectiveness of MBSE's special education program will be enhanced by providing and requiring participation of all teachers in professional development opportunities that focus on the use of research-based instructional strategies, implementing accommodations for students with disabilities in the regular education classroom, modeling how to use progress monitoring data to analyze whether students are effectively meeting their goals, and writing quality IEPs. Furthermore, all teachers at MBSE will be observed throughout each school year by MBSE's administrative team as well as by visiting teams through the QUEST process. All observations are aligned to Marzano's teacher level factors and timely, constructive feedback is provided to teachers following each observation.

***Plan to provide nonacademic and extracurricular services and activities for children with disabilities.***

We recognize the benefits and value of inclusion and will take the necessary steps to provide nonacademic and extracurricular services and activities to students with disabilities by providing supplemental aids as appropriate and necessary. In addition, families of students with disabilities will be invited and encouraged to participate in MBSE's Open House events that occur annually, as well as other after school activities that help build a sense of community at MBSE.

**8. STUDENT CONDUCT, RIGHTS AND RESPONSIBILITIES**

***A process and timeline for developing a student handbook and related policies.***

The Parent-Student Handbook (included as a draft in **Appendix K**) will be provided to parents and students prior to the start of the school year. The Handbook details school policies as well as student rights and responsibilities to ensure all families are aware of the possible consequences faced if a student chooses to misbehave at school. The Code of Conduct within the Parent-Student Handbook outlines and defines the infractions that may lead to in-school consequences and/or suspension and expulsion.

***Description of student rights and responsibilities.***

**Positive Behavioral Interventions and Supports (PBIS)**

MBSE will establish a school-wide system of discipline that utilizes positive behavioral supports. MBSE will establish, post, and provide direct instruction on school-wide behavioral expectations to each student at the beginning of each school year and reinforce expectations throughout the school year. School personnel will provide yearly training to all school staff on positive behavioral supports and the school-wide discipline plan. MBSE will establish a school leadership team that meets regularly to review behavioral and related data and guide the positive behavior process.

A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior. Clearly established rules must be taught to students, reinforced frequently, and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly, and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students.

MBSE will follow a Responsive Classroom system in elementary grades and Developmental Design system in middle grades. These systems are based on fostering a sense of community through good relationships, social skills, and engagement in learning.

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time out, exclusion from participation in class activities, detention, suspension, or other disciplinary action. Parents who have a conflict with a student other than their own child, and/or another parent, are requested to speak to administration. At no time may parents approach the student or their parent directly. All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence, or other verbal or physical conduct against a student or employee will not be tolerated. When necessary, law enforcement will be notified. In addition, MBSE will comply with provisions of the revised Family Education Rights and Privacy Act, which became a Federal law in November, 1974. This law protects the accuracy and privacy of student educational records.

Every teacher shall endeavor to hold each pupil to a strict accountability for any disorderly conduct in School, at School-sponsored activities, on MBSE playgrounds, on the street, while going to or returning from School, and during intermission or recess. **The following list of student responsibilities is not all-inclusive:**

- Students are expected to respect the authority of School personnel, which includes, but is not limited to administration, teachers, staff, and substitutes.
- Malicious destruction of School property results in the replacement, repair, or payment for damages by either the student or his/her parents. The placement of stickers on School property is forbidden.
- Students shall help keep MBSE clean at all times. There is to be no gum chewing in the school building or on school grounds.
- Items such as water pistols, matches, iPods, skateboards, hand-held game devices, toys, weapons of any sort, etc. are not permitted at School.
- No items will be permitted that carry pictures or slogans referring to drug culture or alcohol. No profane, abusive, or slang language is to be used.
- There will be zero tolerance for aggression, drugs, and alcohol at MBSE. Students that push, hit, bite, kick, harass, bully, or use the internet in a negative way will be assigned an appropriate consequence, up to and including suspension or dismissal from MBSE, and/or referral to law enforcement.

MBSE will comply with S.C. Code Ann. § 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to MBSE. Additionally, we may, upon recommendation of the Principal, permanently expel any student from MBSE older than 14 years of age whose behavior indicates that the student's continued presence in MBSE constitutes a clear threat to the safety of other students or employees.

***Reasonable appeal process for students recommended for expulsion.***

Students will be granted due process rights, including the opportunity for a hearing before the Governing Board, in accordance with the state law for suspensions and expulsions. A due process hearing will be conducted by the Regional Director, who reviews the students discipline record, allows testimony from the student and school staff, and makes a determination of whether the student is removed from School or if other disciplinary action is taken. The Regional Director will forward expulsion referrals to both the Principal and the SCPCSD. The Governing Board will notify parent(s)/guardian(s) in writing of the date, time, and place of the hearing. If the hearing is scheduled on short notice (less than four days), the Governing Board will confirm the date and time of the hearing with the parent(s)/guardian(s) by phone.

In the event that a hearing cannot be granted by the Governing Board within 10 days of the notice, the student shall be readmitted to MBSE on a probationary status pending the hearing, unless there is probable cause to believe that the student's presence in MBSE would constitute a threat to the safety or education of others. The student has the right to be represented by lay or legal counsel with the right to cross-examine witnesses and present evidence. If the student is represented by legal counsel, notification must be provided to the Governing Board three days in advance of the hearing. Hearings will be conducted at the SCPCSD's designated location and must be heard in the presence of all parties involved, including, but not limited to the student and parent(s)/guardian(s), the Principal, and the Regional Director.

***Discipline policy compliance with the FERPA.***

MBSE and its discipline policy will comply with provisions of the revised Family Education Rights and Privacy Act. This law protects the accuracy and privacy of student educational records. In compliance with FERPA provisions, information about disciplinary actions taken against students may be shared, without prior consent of the parent, with officials in other education institutions.

***Process for addressing IDEA compliance regarding student discipline, suspension, and expulsion for students with IEPs and the continued provision of FAPE.***

MBSE's philosophy related to student behavior and discipline is to foster a school-wide culture that promotes a safe and orderly environment. The belief is that using positive and proactive approaches to student behavior and discipline will result in fewer disciplinary incidents within MBSE. School staff responsible for overseeing student discipline will receive training on FAPE requirements to ensure that state policies are followed related to the discipline of students with disabilities. Students with disabilities enrolled at MBSE will be expected to follow MBSE's Code of Conduct. However, they do have certain protections when it comes to School discipline.

If a student's behavior is having a negative impact in the school environment, the IEP team will convene a meeting to discuss if a functional behavior assessment is warranted and may obtain necessary consents to conduct such an assessment. As a result of the assessment, a positive behavior intervention plan may be developed to assist the student in working on the targeted behaviors identified by the plan. While it may be necessary for students with disabilities to be suspended or expelled from School, before those students can be suspended for more than ten school days in a given school year, a manifestation determination meeting will be held by the IEP team to decide if the student's disability caused the misbehavior. The outcome may impact any further disciplinary action taken related to the student, as to ensure the student will not be denied FAPE per federal law.

## 9. GOVERNANCE

### *Brief profile of each charter committee member.*

The members of Berkeley Charter Education Association, Inc. are listed below. Please see **Appendix L** for detailed background information.

Stewart Weinberg, Ph.D.: Dr. Weinberg holds many leadership positions and is an ideal individual for charter school governance. He has spent his career in education as Principal and Superintendent of Schools for several school districts across the country. Dr. Weinberg is currently the President of the Jewish Community Center of Greater Charleston, President of the James Island/Folly Beach Democrats, and a Mentor for the College of Charleston Teacher Leadership Program.

Minnie Newman, Ed.D: Dr. Newman is a retired educator with over 25 years of experience as a teacher and adjunct professor. She earned her Ed.D. in Child and Youth studies from Nova Southeastern University. Throughout her teaching career, she earned numerous accolades,

including Student Council Teacher of the Year, Nominee for Disney Teacher of the Year, Director of the Year Award, and two Honor Teacher of the Year awards. After retiring from teaching, she served as the Career Academy and STEM Facilitator for the Dorchester School District II in Summerville, SC. Dr. Newman has also held positions in many professional associations, including the Teacher Leadership Forum, Regional Service Alliance One, the Career Guidance Committee, the South Carolina Science Council, and the Association for Supervision and Curriculum Development. For 14 years she has been serving as the Mayor of Hanahan. Dr. Newman is also the CEO of the Sonny Mevers Foundation.

Josh Whitley, Esq.: Mr. Whitley is a practicing trial attorney and currently serves as a County Councilman for District 2 in Berkeley County serving as the chair of the Human Resources Committee. He has served as a past board member for various professional and community related boards. Josh's board experience, along with his legal background, makes him well equipped to be entrusted as a Charter Committee/Governing Board member for a public charter school.

Sandy Hightower: Sandra is also a native of Berkeley County and is actively engaged in the community. Her experience as a board member of various organizations, including a school in Liberia and a homeowners association, adds strength to the Charter Committee/Governing Board in both financial and more specifically school development oversight.

Michael Cochran, Ed.D.: Dr. Cochran is an executive-level professional with leadership, operations, and administrative experience. He is the Chief Deputy for the Berkeley County Sheriff's Office and was formerly the Chief of Police for the City of Hanahan. He currently sits on the Charleston Area Regional Transportation Authority and is a member of many professional organizations both locally and throughout South Carolina.

Beth Meyers: Ms. Meyers is a native of Berkeley County. She holds, or has held, various positions on other boards, most recently as Chair of the Board of Magdalene House of Charleston. Beth has spent much of her career working in the legal profession and will bring her administrative skills to the Charter Committee/Governing Board throughout the development and oversight process.

Representative Samuel Rivers: Representative Rivers is a recognized leader in the community. He is a current member of the NC House of Representatives, sitting on various Education Committees. He is the founder and CEO of several ministries and currently serves as Vice Chair of the Berkeley County Republic Party.

***Process in which the charter committee formed and developed the proposed school.***

It has been the vision of Sonny Meyers, a lifelong resident of Charleston, to start a school that would prepare students for college and careers. Many years ago, Mr. Meyers attended such a school in Charleston which no longer exists. His educational experience provided him with the tools necessary to build a successful career as a contractor. Once Sonny started his own company, he found it challenging to find quality employees to fill entry-level positions within the community, and an even greater challenge to find quality employees that could step into some of the leadership and technical jobs that he needed to fill. After retirement Mr. Meyers formed the Sonny Meyers Foundation, and he has given much back to his community over the years. He has a desire to start a school that would allow students to obtain the knowledge and skills needed to be leaders and professionals, as well as keep up with advanced technologies in all types of businesses and industries for future generations.

Mr. Meyers has shared his vision over the years and most recently, a group of community leaders with a common shared vision came together to form this Charter Committee, Berkeley Charter Education Association, Inc. Please see **Appendix M** for the Bylaws and **Appendix N** for

the Articles of Incorporation. The Charter Committee's makeup includes expertise in the fields of education, finance, law, marketing, real estate, business, and government.

To gain a better understanding and support for the process of applying for a charter school, the Charter Committee reached out to the South Carolina Public Charter Schools Alliance for guidance. After several meetings the Charter Committee agreed that it would be in MBSE's best interest to partner with a reputable education management organization to help develop and start MBSE. A meeting with representatives from Charter Schools USA was held and a partnership soon formed. Charter Schools USA will implement their proven Education Model, which will serve all students based on their individual needs through differentiated instruction and Personalized Learning Plans. This Education Model is a perfect fit for our vision of preparing students for college and careers within society.

*Description of the model or philosophy of governance which will guide the board.*

The Charter Committee/Governing Board will lead the organization and have ultimate authority and responsibility for all School operations, and as such, will hold the charter for MBSE. The Charter Committee/Governing Board is responsible for developing and outlining the mission, vision, and values of MBSE; developing the appropriate policies to ensure those fundamentals are maintained; academic progress monitoring; and effectively and properly managing public funds.

The Charter Committee/Governing Board will contract with CSUSA to manage the day-to-day operations of MBSE and will oversee CSUSA via a performance-based contract. The Principal will be an employee of CSUSA and is responsible for managing all school staff, parent organizations, and community partners. Please see the organization charts provided in **Appendix O**.

The relationship between the Charter Committee/Governing Board and CSUSA provides clear accountability for the services provided by CSUSA. The organization as a whole is responsible for

MBSE's performance, and CSUSA will be actively involved in managing MBSE's operations in order to ensure successful outcomes. A strong relationship will exist between the Principal and the Governing Board. The Principal will provide quarterly status reports for the Governing Board and participate in all board meetings. During board meetings, the Principal will present MBSE's status report and field any questions of the Governing Board. CSUSA will maintain primary responsibility for reporting to the Governing Board and conducting follow-up action items.

As per the Management Agreement (**Appendix FF**), CSUSA shall consult with the Charter Committee in respect to the hiring of the Principal, and the Governing Board will have the ability to provide input on the Principal's performance. The Governing Board will hold the Principal accountable primarily through the performance expectations defined in the Management Agreement between the Charter Committee/Governing Board and CSUSA. A comprehensive and rigorous performance evaluation process has been developed by CSUSA, which aligns expectations to the Education Model and the specific mission of providing a rigorous, personalized learning environment.

***Authority of the charter committee to develop policies, make decisions, and execute responsibilities.***

The primary role of the Charter Committee/Governing Board will be to develop school policies as needed with the support of the Principal, school staff, and legal counsel, when necessary. All policies will be created after researching best practices and using proven systems to guide their work. Policies will be presented to the Charter Committee/Governing Board to allow for open discussion and collaboration at a public meeting and then brought to a vote for approval. Policies will be provided to parents via the Student Handbook and also made available through the student information system. MBSE's policies will be reviewed annually to ensure compliance with federal and state law as well as local regulations and policies.

In accordance with the terms of the Management Agreement, all teachers and non-instructional staff will be employed by CSUSA, and as such, will be subject to the pay scales, performance criteria, and discharge policies developed by CSUSA, which will be adopted by the Charter Committee/Governing Board (**Appendix II**). All employees will be considered “at will,” and upon termination, instructional staff may follow the grievance procedures outlined in Section 12 in order to request review by the Governing Board. However, it is the responsibility of the Governing Board and CSUSA to ensure teachers meet the position requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline.

In accordance with the terms of the Management Agreement, CSUSA may employ or contract with skilled and selected non-certified personnel to provide non-instructional services (transportation, accounting, and legal) or to assist faculty members as teacher’s aides. Teachers will demonstrate content mastery in the subject area they are teaching through a state exam, as well as demonstrate successful completion of graduate work, and undergraduate academic major or advanced certification/credentialing. MBSE’s Student Service Coordinator, as well as consultants hired for occupational therapy, physical therapy, speech language, and other services; will meet licensure or certification requirements for the services that they provide.

The Governing Board will ensure that a safe and secure learning and working environment is provided for all students and staff. The Governing Board will further ensure that employees act as role models for students and positively represent MBSE in the community. These standards reflect the fundamental principle that anyone who directly or indirectly has contact with children is in a unique position of trust within the community. Criminal dispositions against an applicant or employee may have an impact upon these goals and will be considered in hiring and dismissal decisions.

The Charter Committee/Governing Board will adopt a Criminal History Check Policy. Accordingly, a criminal records check will be conducted of applicants and/or newly hired employees, including substitutes. If an applicant is hired prior to the completion of the criminal records check, the employment shall be considered conditional pending a review of the results of the check.

The Charter Committee/Governing Board will determine and preserve the organization's mission and vision by creating and overseeing MBSE's operational policies. The Charter Committee/Governing Board has the ultimate responsibility of ensuring that MBSE's finances are properly managed; ensuring adequate resources, funding, and fiscal propriety, as well as annually adopting MBSE's budget.

The Charter Committee/Governing Board is responsible for the legal and financial obligations of MBSE. The Charter Committee/Governing Board will adopt CSUSA's Education Model and curriculum, and the Board will be responsible for holding CSUSA accountable by monitoring MBSE's academic performance to ensure adequate progress is being made.

The Charter Committee/Governing Board is committed to maintaining a safe, healthy, and orderly school environment in which teaching and learning can take place at an optimum level. Consistent with state law, MBSE will meet the same health and safety requirements, civil rights, and disability rights requirements applicable to all public schools operating in the same school district. School administration, staff, students, and visitors will take reasonable precautions and safety measures to maintain a safe and secure environment on campus and at all school related activities. These precautions and safety measures will include the provisions of the Parent-Student and Employee Handbooks, which guide conduct and care of self, others, and property.

***Plan for hiring a lead administrator and transition of leadership responsibilities.***

**Process Used to Select the School Leader**

As per the Management Agreement, CSUSA shall consult with the Charter Committee/Governing Board with respect to the hiring of the Principal. MBSE will use a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. Qualified candidates participate in this one-day event, which includes a technology activity, essay writing sample, personality quiz, self-assessment, and an interview. Candidates that participate in this event may be invited into the pool of approved candidates for consideration. The Charter Committee/Governing Board is included in the final decision-making process in an effort to support a positive working relationship. The Principal will be employed by and report directly to CSUSA. While the Principal will not report directly to the Board, a strong relationship will exist.

The Charter Committee/Governing Board will ultimately hold the Principal accountable through the performance expectations defined by the Charter Committee/Governing Board and through the Management Agreement. The Principal will provide a monthly status report for the Governing Board at monthly board meetings, which will include educational, enrollment, personnel, technology, facility, and various other operational reports. The Principal will attend all Governing Board meetings and field any questions of its members and conduct follow-up action items as necessary. Governing Board members will be given the opportunity to provide input on the Principal's performance and CSUSA will remove the Principal if the Governing Board is reasonably dissatisfied with his/her performance.

All candidates for Dean, Assistant Principal, and Principal first take part in an initial phone interview and writing activity, and the top candidates are invited to the Leadership Assessment Center, which is a 1-day event consisting of the following activities:

### ***Technology Activity – Desegregating Data***

This activity evaluates a candidate’s ability to access raw data through the SCDE (Internet) and compile it into a useable spreadsheet and convert it into a graph (Excel). Finally, the candidates transfer the graphs into a presentation (Power Point).

- Each technology component is intended to gauge a candidate’s level of basic computer skills.
- Assessors of this activity look for mastery of a cohesive and complete data analysis presentation.

### ***Essay Writing Sample***

This activity is used to assess the candidate’s writing ability as well as their overall philosophy of education.

- The subject of the essay forces the candidate to read an education article, review the subject, and assert a personal view point.
- Assessors of this activity look for congruence with the Education Model as well as the candidate’s ability to articulate his/her viewpoint in writing.

### ***Group Presentation***

This activity is used to determine the candidate’s ability to work collaboratively with a group as well as his/her ability to present in front of a group.

- Group topics are decided by assessors. The group of candidates use chart paper and markers to brainstorm topic solutions. The group uses cluster techniques to prioritize and synthesize solutions and to develop an implementation plan.
- Assessors will look for specific behaviors observed in terms of group interaction.
- Assessors will also look for the presentation results, communication, clarity, voice, and other leadership traits.

### ***Interview***

Each candidate goes through a minimum of two interview phases conducted by CSUSA.

Interview templates are prepared in advance and include the following topics:

- The candidate’s philosophy on education.
- The candidate’s understanding of his/her role.
- The candidate’s use of data including understanding of any state-mandated assessment(s).

- The candidate's familiarity with charter schools, knowledge of and accountability to governing boards, and other key information relevant to being a building leader in a charter school environment.
- The candidate's grasp of specific responsibilities relevant to his/her role such as: interviewing, creating a school-wide culture, discipline, outreach, instructional leadership, supervision, etc.
- For scenarios that may come up at a school, interviewers use behavioral interviewing techniques to gain insight into the candidate's past behavior, which is the best predictor of future behavior.
- Each question is scored. A minimum score must be achieved to be considered a serious candidate.

Candidates who are a viable fit are then placed in the "pre-approved" pool of candidates.

Approved candidates are then interviewed by the Regional Director for the school in which they are applying, and lastly by both the Chief Academic Officer and Chief Executive Officer of CSUSA. As the organizational demand for talented leaders arises, candidates in the pre-approved pool are offered positions within their preferred regional areas.

Care is given to match each school leader to the school environment that best matches his/her leadership strengths. The Charter Committee is consulted about leadership candidates in an effort to support a positive working relationship between the Principal and the Governing Board. CSUSA will remove the Principal if the Governing Board is reasonably dissatisfied with his/her performance.

***Plan for ongoing board training and capacity building aligned with the budget.***

Board training is one of the most critical responsibilities of the Charter Committee/Governing Board. Proper orientation will ensure the continuity of MBSE's mission and goals attainment. New board members will receive an orientation and be given a thorough review of the Bylaws, Articles of Incorporation, and other applicable governing documents. Each board member will also receive a comprehensive binder containing copies of the Charter Application, Charter Contract, Management Agreement, as well as minutes from the previous meetings, contact information, and other pertinent information.

To ensure board members are effective in their roles, they will receive governance training and professional development on a variety of topics. Training will be provided by the Board's legal counsel. Professional development shall also include attendance at annual charter school conferences, mandated board orientation, and regional workshops offered by the South Carolina Alliance for Public Charter Schools. Below is a timetable covering training and professional development to be provided by the Charter Committee/Governing Board's legal counsel:

- April through June: Roles of the Board, Parliamentary Procedure, Drafting Board Policies.
- July through September: Review of Open Meetings Law, Reading a Financial Statement.
- October through December: Charter School Law, Guided Questions for Mission Statement and Strategic Planning.
- January through March: Models of Governance and Leadership, Review of Bylaws.

***Description of the ongoing parent and community involvement in the governance of the school.***

We will continue to engage parents in the life of MBSE by following the CSUSA Education Model, which includes a comprehensive parental involvement program and family-school-community partnership model. Parental involvement includes attending school functions; attending conferences; helping children improve their school work through encouragement, providing study time and place, model behavior, and tutoring; serving as advocates for their children and MBSE; volunteering in MBSE and community; and assuming an active decision-making role in their child's education.

MBSE will utilize the framework of Joyce Epstein, whose model includes six types of cooperation between families, schools, and other community organizations: 1. Parenting; 2. Communicating; 3. Volunteering; 4. Learning at home; 5. Collaborating with the community; and, 6. Decision-making. This framework of involvement helps educators develop more comprehensive programs of school-family-community partnerships. Although MBSE will use the framework of six types of involvement as a guide, the Charter Committee/Governing Board,

parents, and School staff will choose practices that will help achieve important goals and meet the needs of students and families.

Parent participation is integral to the success of MBSE and will continue to be solicited for the development of School goals and objectives. All parents agree to volunteer a minimum of 20 hours per school year. When two or more children from the same family are enrolled, parents shall be strongly encouraged to volunteer a total of 30 hours per school year. Parents will be able to track their volunteer hours via the student information system. To ensure that all parents and stakeholders understand the unique programming of the CSUSA model, parents and students will be given thorough explanations of the curriculum, expectations, and requirements of MBSE prior to enrollment. This information will be delivered through a variety of ways: open houses, published information, brochures, online applications, and website question/answer modules. After enrollment and the start of school, parents continue to have flexibility to monitor their child's progress online and/or through parent conferences. Because MBSE will follow a continuous improvement model, parents will have real-time access to their child's progress.

## **10. OPERATIONS**

*An overview of the administrative and operational functions at the school.*

### **Administration**

MBSE's administration will consist of the Principal, Assistant Principal, Dean of Students, Enrollment Manager, and Student Services Coordinator. The administration's powers and responsibilities will include, but not be limited to planning, organizing, and directing the implementation of all school activities; establishing and promoting high academic and disciplinary standards and expectations for all students and staff; ensuring compliance with federal, state, and local regulations and policies; operating MBSE within the approved budget; planning and

supervising fire drills and emergency readiness programs; touring MBSE frequently to monitor safety, security, and effectiveness of School programs; planning and directing building maintenance; recruiting, screening, recommending, assigning, and evaluating school staff; and achieving/sustaining 100% projected student enrollment capacity.

### **Operations**

MBSE's key operational personnel will include the Dean of Students, School Operations Administrator (SOA), Food Services Director/Supervisor, and the Before/Aftercare Director. The operational personnel's responsibilities will include, but not be limited to assigning teachers to arrival and dismissal duties; creating, posting, and updating teacher schedules; working directly with CSUSA's Procurement Department on purchase orders and goods needed; managing the National School Lunch Program at the school level; managing MBSE's food and transportation services by coordinating with service providers; overseeing/conducting food preparation; maintaining high standards of sanitation and safety and compliance with all applicable CSUSA policies and procedures, as well as state and federal regulations; ensuring proper infrastructure and compliance of the Before and Aftercare Program; and organizing and planning Spring/Summer Camp programs.

The capacity of both the administrative and operations personnel is critical to MBSE's mission, organizational stability, and overall student achievement. They are responsible for implementing, managing, and overseeing all key aspects of MBSE, including the curriculum, staffing, day-to-day operations, and compliance with federal and state regulations. Therefore, the consistent and superb performance of their responsibilities is essential to building and maintaining a strong academic foundation that fosters student achievement by instilling strong character and a love for learning

that will lead student's to successful future opportunities in college and career readiness within our society.

***Capacity and experience of the school leadership and management team.***

CSUSA has a proven success record in 77 schools and can provide the resources to build, manage, and support a new school. The following includes several reasons the Charter Committee has partnered with CSUSA to bring a high-performing charter school to the community:

- High Academic Standards – As a member of the CSUSA network of schools, MBSE will be eligible for AdvancED accreditation in its first year (under SACS or NWAC). CSUSA was the first EMO in the nation to receive the AdvancED accreditation seal at the corporate level, meaning that all of its current schools are accredited and new schools are immediately eligible for accreditation in the first year.
- Financial Health – A positive fund balance demonstrates the school is financially viable. In Florida, for example, all CSUSA managed schools carry a fund balance, and 75% of them meet the recommended threshold of a fund balance of at least 3% of the school's annual total expenses.
- Customer Satisfaction – Annually, 95+% of parents re-enroll their children for the next academic year.
- Durability – CSUSA has been a pioneer in the charter school movement, opening its first charter school in 1998 and experiencing steady growth ever since, including opening 17 schools in four states in 2012.
- Diversity – CSUSA operates successful charter schools in both urban and suburban communities. Over 70% of students in CSUSA-managed schools are non-white. Approximately 50% of CSUSA-managed schools receive Title I funding, and over 50% of students qualify for Free or Reduced Lunch. Throughout the network of CSUSA-managed schools, especially in Florida, there are many students who are English Language Learners.
- Systematic Processes and Tools – CSUSA has developed a comprehensive service delivery model supported by processes, methods, systems, and tools that ensure consistency and address the requirements of each stakeholder group – students, parents, staff, Governing Board, and school board. Examples include:
  - Monitoring and evaluating performance (academic, financial, internal/external customer satisfaction, vendor, etc.).
  - Online help desk systems for general IT support, student information system, and facilities maintenance.
  - Red Carpet Customer Service.
  - People First and Leading Edge Professional Development for staff.
  - Budget process and financial reporting, (e.g. Finance Dashboards).

## **Principal**

The Principal serves as the site-based leader of MBSE and is responsible for implementing and managing the policies, regulations, procedures, and CSUSA curriculum to ensure all students have a safe learning environment and receive instruction that meets or exceeds SCCR Standards. The Principal is also responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling. The Principal is the school leader, and as such will participate in all instructional staffing decisions and oversight. The Principal's duties include, but are not limited to:

- Developing and coordinating educational programs in accordance with CSUSA and SCCR Standards and guidelines.
- Supervising the guidance program to enhance individual student education and development.
- Leading School-level planning to ensure development, implementation, and evaluation of all school programs and activities.
- Supervising MBSE's instructional programs, ensuring lesson plans are evaluated, and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA's Education Model.

The Principal will have, at a minimum, a Master's Degree (MA) from an accredited college or university, a professional certification in educational leadership, and experience in student instruction. In addition, the Principal will possess, at a minimum, 2 – 5 years of relevant experience in school administration. The Principal will serve as the leader of MBSE, and as such will be expected to demonstrate the ability to lead others and motivate them to reach their full potential. The Principal must have the capacity and initiative to think ahead and plan over a 1 – 2 year timespan, and possess the decisiveness needed to organize and manage priorities while also conducting problem analysis and resolution at both the strategic and functional level.

### **Assistant Principal**

The Assistant Principal will assist the Principal in providing school-wide leadership in order to promote the educational development of each student and to ensure the effective operation of MBSE. The Assistant Principal reports directly to the Principal, and in conjunction with the Principal, participates in all instructional staffing decisions and oversight. The Assistant Principal's duties include, but are not limited to:

- Assisting the Principal in establishing and maintaining an effective learning climate in MBSE.
- Assisting the Principal in the overall administration of MBSE.
- Serving as Principal in the absence of the Principal.
- Assisting the Principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of MBSE and its students.
- Facilitating and evaluating the CSUSA-approved instructional program in a manner designed to maximize the progress of each student.

The Assistant Principal will have, at a minimum, a Master's Degree from an accredited college or university, a professional certification in educational leadership, and experience in student instruction. In addition, the Assistant Principal will possess, at a minimum, 2 – 5 years of relevant experience in school administration. As the “second” leader of MBSE, the Assistant Principal will be expected to have enthusiasm and a commitment toward the job and the mission of MBSE. The Assistant Principal will demonstrate MBSE's values of academic excellence, operational performance, superior culture, and financial health and growth. As an intermediary between the Principal and teachers, the Assistant Principal must possess excellent interpersonal skills and must be courteous, professional, and helpful by continually exuding poise, tact, and diplomacy.

### **Dean of Students**

The Dean of Students will be responsible for developing and enhancing elective courses, afterschool college preparation programs and workshops (if applicable), and parent involvement networks. In addition, the Dean will ensure the overall security, safety, and wellbeing of students

and staff, and will assist the Principal in the implementation of School policies and disciplinary oversight. The Dean reports directly to the Principal, and in conjunction with the Principal and Assistant Principal, participates in all instructional staffing decisions and oversight. The Dean's responsibilities include, but are not limited to:

- Ensuring teachers are using PLPs and that teachers meet with students individually.
- Monitoring teachers' use of assessment data for targeted and differentiated instruction.
- Creating schedules and assigning specialist teachers for coverage of PE, Music, Art, Spanish, and Computer classes.
- Placing students to ensure they are with the appropriate teacher.
- Investigating problems of a disciplinary nature, documenting information, and reporting findings and decisions to the appropriate individuals.

The Dean will have, at a minimum, a Bachelor's Degree from an accredited college or university and a valid teaching certificate. The Dean will possess, at a minimum, 1 – 3 years of successful teaching experience, and demonstrate a command of grade- and subject-specific content, as well as theoretical knowledge of motivation, reinforcement, evaluation, and feedback techniques. The Dean will also be expected to have the ability to establish and maintain effective working relationships with teachers, administrative staff, students, parents, and the community, while also being sensitive to School needs, employee goodwill, and the public image as unique situations present themselves.

### **School Operations Administrator**

The SOA will be responsible for managing the financial, operational, and human resource functions at the school level. The SOA will work daily with CSUSA's Support Center functional areas to ensure school compliance with all CSUSA policies and protocols as established for all areas of responsibility. These functional areas include, but are not limited to facilities and I.T., recruitment, human resources, benefits, procurement, finance, and grants. The SOA reports

directly to the Principal and participates in all facilities, I.T., and food services staffing and oversight. The SOA's responsibilities include, but are not limited to:

- Supervising all school-based Facilities and I.T. employees.
- Creating position openings in the human resource management system and working in conjunction with CSUSA's offer letter specialist to conduct the offer process.
- Managing employees' self-posting of paid time off in the human resource management system and ensuring compliance and accuracy in the Human Resource Time and Attendance system.
- Compiling appropriate benefits paperwork and assisting the Human Resources Department in formulating and executing open enrollments and other benefits meetings, as well as educating employees on family status changes, 401k, and benefits selection.
- Managing all School inventory purchased and MBSE's food and transportation services by coordinating with service providers and overseeing deliveries.
- Maintaining financial records of MBSE in accordance with CSUSA policy and assisting CSUSA's Staff Accountant with monthly financial statements.
- Working daily with CSUSA's Education Grants Manager and supervising timelines and grant drawdowns.

The SOA will have, at a minimum, a Bachelor's Degree or higher in Accounting, Finance, or a related field of study from an accredited college or university. The SOA will also possess, at a minimum, 2 or more years of school operations or business management experience, preferably in an educational environment. The SOA will act as an intermediary between CSUSA and MBSE, and as such will be expected to have the capacity to work independently and make school-based decisions in accordance with established state and CSUSA policies and regulations. The SOA must possess an aptitude for mathematics, an ability to concentrate on detail, and financial knowledge and practical experience beyond basic bookkeeping.

### **Enrollment Manager (EM)**

The EM is responsible for coordinating and performing student registration along with other school-related activities. The EM Must be customer focused both internally with peers and externally with parents and students. The EM's responsibilities include, but are not limited to:

- Managing and administering registration, recommitment, and withdrawal processes and associated reporting for all students.
- Evaluating transcripts of incoming students and taking appropriate action to ensure completeness.
- Maintaining the district student database system with proper coding/master scheduling to effectively monitor and update information for the funding count cycles that impact funding.
- Improving retention rates for existing students.
- Processing free and reduced lunch applications into the district and CSUSA's database.
- Assisting with marketing efforts for student recruiting and hosting MBSE's information sessions, open house, orientation, etc.

The EM will have, at a minimum, a 2-year college degree from an accredited college or university. The EM will possess, at a minimum, 2 years of previous School Enrollment Manager, Registrar, or equivalent experience. Duties will be highly clerical, and as such, they must demonstrate the ability to prepare comprehensive business reports, write report sections, integrate content, and format business documents. Since the EM will be heavily involved in parent interaction, they must also have the capacity for excellent oral, written, and interpersonal communication skills.

### **Student Services Coordinator (SSC)**

The SSC acts as MBSE's guidance counselor, and their main function is to help students achieve personal fulfillment by providing them with services to make successful personal, educational, and occupational life plans. The SSC reports directly to the Principal, and participates in all student support staffing decisions and oversight. The SSC's responsibilities include, but are not limited to:

- Preparing and conducting parent-student conferencing according to School policy.
- Assisting students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores, and other pertinent data, then working with students in evolving educational and career plans.
- Providing individual counseling sessions for assigned students in dealing with their education, career plans, and personal needs.
- Assisting students in course selections and the scheduling process. Assisting in student drop-out prevention and assisting those that do in finding alternative educational programs.

- Providing emergency support to students as needed during crises.

The SSC will have, at a minimum, a Bachelor's Degree from an accredited college or university and a valid certification for guidance counseling. They will possess, at a minimum, 3 years of teaching and/or counseling services. As a support role for students, the SSC must be equipped with impeccable communication skills and be able to effectively guide students down a path that leads to their meeting their maximum potential. In performing this function, they must also possess absolute knowledge of federal, state, and local educational requirements and charter school laws.

For a complete list of job descriptions please refer to **Appendix P**.

***Involvement with the replication of existing successful public charter schools.***

CSUSA has successfully replicated its Education Model in schools throughout Florida, Georgia, Louisiana, North Carolina, Indiana, Illinois, and Michigan. CSUSA's disciplined, innovative culture and research-based Education Model is crucial in order to replicate successful public charter schools with quality results. CSUSA has been granted accreditation from the AdvancED Accreditation Commission, the national commission that confers accreditation. This means that CSUSA and all of its schools are accredited, and that CSUSA is recognized across the nation as a quality education system. The corporation's accreditation is for a 5-year term with regular monitoring of progress and reporting during the term.

Via the partnership with CSUSA, the Charter Committee/Governing Board has access to the necessary support and infrastructure to successfully replicate the Education Model at the proposed School. Resources from CSUSA's support center, the central office in Ft. Lauderdale, will enable the replication of the Education Model with customization to meet the needs of students. CSUSA's New School Opening Team (NSOT) is critical to its success in replicating schools. NSOT

members represent each functional area within CSUSA and focus on ensuring all tasks that are required to open a brand-new school are completed on time and correctly.

NSOT will manage the following tasks:

- Facilitate weekly or bi-weekly (depending on time of year) meetings for the purpose of identifying issues
- Develop recommendations and oversight of project status
- Implement systems for quality assurance, support, oversight and accountability
- Develop full-scale project plans specific to each school project
- Track project deliverables using appropriate tools
- Consistently monitor and report on the projects' progress to department heads and the CSUSA Executive Team

The two main regional support systems that have been established are

- Regional Curriculum Specialists: These specialists are part of the corporate support center but are assigned to support schools full-time in analyzing program effectiveness, conducting professional development, and monitoring performance. They are in schools meeting with leadership and visiting classrooms on a routine basis. They support the development of IFPs with school leadership to create project plans for academic success, conduct data chats with instructors on their student data to refine instructional strategies and differentiated instructional techniques, and participate in QUEST site visits to evaluate the fidelity of implementation of the Education Model.
- Regional Directors: The Regional Directors are each assigned to an area of the country or state and oversee the schools in that geographic area. The directors oversee school principals and serve as the key point person for troubleshooting, mentoring, and accountability. They serve as the link between school principals and the Vice President of Education, who is based at CSUSA's corporate support center.

***Proposed management company responsibilities.***

CSUSA, the EMO, will provide the Charter Committee/Governing Board with assistance in developing, planning, and marketing MBSE, as well as organizing its finances, human resources, curricula, and operations. CSUSA's responsibilities include, but are not limited to what is outlined in Table 10.1 below:

**Table 10.1**

<b>CSUSA Responsibilities</b>	
<b>Educational Management</b>	<ul style="list-style-type: none"> <li>• Provide customized curriculum designed to meet national, state, and local standards</li> <li>• Provide continuous program evaluation</li> <li>• Accountability</li> <li>• Sustainable performance</li> <li>• Curriculum material selection</li> <li>• Student data analysis</li> <li>• Student individual education plans, assessments, records, etc.</li> <li>• Professional/school development</li> <li>• Teacher instructional support, coaching, and mentoring</li> <li>• Assistance in coordinating parent, teacher, and student organizations</li> </ul>
<b>Development and Operations Management</b>	<ul style="list-style-type: none"> <li>• Assist in Charter Application preparation and Charter Contract negotiations</li> <li>• Ensure state, local, and school board compliance</li> <li>• Develop project timelines</li> <li>• Negotiate contracted services (food, transportation, security, custodial, etc.)</li> <li>• Assess demographic and market needs</li> <li>• Develop enrollment marketing plan</li> </ul>
<b>Financial Management</b>	<ul style="list-style-type: none"> <li>• Establish accounting systems and internal controls that allow for safeguarding of assets and financial viability</li> <li>• Budgeting and forecasting</li> <li>• Preparation of financial statements</li> <li>• Submission of financial reports to external entities as required by Charter Contract</li> <li>• Submission of financial reports to the Governing Board</li> <li>• Audit management</li> <li>• Prepare application for grants and loans</li> </ul>
<b>Facilities Management</b>	<ul style="list-style-type: none"> <li>• Strategic financing and construction partnerships</li> <li>• Assist in site acquisition and/or lease negotiations</li> <li>• Liaison with building and/or renovation team to ensure quality and design standards are met</li> <li>• Operational design of classrooms and School space and programmatic input for functionality purposes</li> <li>• Procure furniture, fixtures, equipment, and supplies</li> <li>• Secure basic utility services (phone, water, electric, and disposal service)</li> </ul>
<b>Human Resource Management</b>	<ul style="list-style-type: none"> <li>• Employee benefits, Worker’s Compensation, and 401(k)</li> <li>• Compensation planning and performance evaluations</li> <li>• Personnel administration: hire principals, teachers, and other staff</li> <li>• Personnel procedures and ongoing staffing assistance</li> <li>• Manage MBSE’s payroll</li> <li>• Government compliance and reporting</li> <li>• Professional back-office services</li> </ul>
<b>Technology Management</b>	<ul style="list-style-type: none"> <li>• Design and development of technology labs and student stations</li> <li>• Local and wide-area network installation</li> <li>• Remote access and software integration</li> <li>• Technology support</li> <li>• Purchasing of technology</li> <li>• Maintenance of student information system</li> <li>• Maintenance of MBSE’s websites</li> <li>• Email hosting</li> </ul>

## **General Functions of CSUSA according to the Management Agreement**

- Perform day-to-day management of MBSE in accordance with the Management Agreement, the nonprofit purpose of the Charter Committee/Governing Board, and the Charter Contract.
- Implement and administer the Educational Program, including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Charter Committee/Governing Board.
- Perform repeated evaluation, assessment, and continuous improvement of the educational curriculum and program development, and report findings to the Governing Board upon its request.
- Manage personnel functions, including professional development for the Principal and all instructional personnel, as well as the personnel functions outlined in the Management Agreement, including drafting operations manuals, forms (including teacher offer letters, applications, enrollment, and similar forms), and management procedures.
- Manage the accounting operation, which encompasses general ledger management and financial reporting, including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants, and participating in any related audits.
- Work with the Charter Committee/Governing Board for budget modification, amendment, or approval; provided that any modifications or amendments shall be approved by express vote of the Charter Committee/Governing Board and be consistent with the staffing and Education Model.
- Market to and recruit students.
- Implement pupil performance evaluations that permit evaluation of the educational progress of students and administer all standard assessments as required.
- Provide other functions and services as necessary or expedient for the successful administration of MBSE.

### ***Parental, professional educator, and community involvement in the operation of the school.***

Parental involvement is a combination of commitment and active participation on the part of the parent to MBSE and to the student. A Parent/Teacher Committee (PTC) will be established to provide an opportunity for parent and community input that can be used in the development of new programs. The PTC will be organized each school year and will participate in and provide input for fundraising, volunteering, and operations. The PTC shall be comprised of parents of enrolled students, administrators, and teachers. Parental participation in MBSE's operations and governance will be fostered by opportunities for parents to volunteer at MBSE, being active in the

PTC, and attending Charter Committee/Governing Board meetings. In addition, annual surveys will be distributed to parents to receive input for School improvement and satisfaction.

The student information system, which will be provided by PowerSchool, will support continual and meaningful parental involvement in each student's education. Parents will have real-time access to their child's gradebook to monitor progress in class. Daily communication with the teacher will be encouraged through use of the agenda book, by which students track their homework assignments for each day and messages are sent home. Progress reports and report cards will be distributed every quarter, and parents will be encouraged to schedule conferences to discuss student performance and progress toward mastery of grade-level standards. MBSE will offer Curriculum Nights for parents to attend and learn about various educational topics, such as state assessment information or home-reading strategies. Parent involvement in a child's education is crucial for his or her success, so MBSE will make every effort to keep parents engaged and informed.

MBSE has been and will continue to develop community partnerships that are in the best interest of both MBSE and the community. These community partnerships enhance the integration of public entities that are charged with the welfare of our children and increase the quality of services provided at MBSE. Examples of the type of partnerships we'll continue to develop include:

- Law Enforcement Agencies
- Other Public Safety Entities
- Health and Human Services Agencies
- Not-for-Profit Organizations with Child Focused Missions
- Youth Programs / Organizations (e.g. YMCA)
- Chambers of Commerce
- Local Businesses (e.g. United Way)

***Capacity building plan for leadership and staff development.***

Professional Development (PD) will be conducted by various parties, including but not limited to school leaders, CSUSA representatives, and curricular and/or software vendors. PD will be evaluated on an ongoing basis and the scope will also vary according to the needs of MBSE and staff. Professional development is included as one of CSUSA's responsibilities to MBSE, and will be primarily funded through the fee for Support Center services. In addition, the budget (**Appendix T**) includes resources for outside professional development.

**Ongoing Professional Development**

***New Teacher Induction (NTI)/Returning Teacher Orientation (RTO)***

MBSE will be responsible for conducting a formal orientation in the summer prior to school beginning. During the first five days of NTI/RTO, all new teachers (including those who are new to CSUSA's network, not just the field of teaching) will receive comprehensive training that ensures their understanding of the GVC and Education Model. In subsequent days, all teachers will receive training that includes reviewing the works *Art and Science of Teaching* and *What Works in Schools*, Classroom Management, Curriculum Mapping, Lesson Planning, Targeted Instruction, Differentiated Instruction, Formative and Summative Assessments, Grading Philosophy, Tracking Progress, the code of ethics, and much more.

***Principal's Institute***

CSUSA will provide principals with their own professional development institutes each summer to best prepare for the upcoming year. These institutes will include information regarding best practices, new regulations, and any other expectations within their role. Principals and assistant principals will then attend monthly meetings throughout the school year to receive support within their positions. This support is increased for administrators needing extra assistance in improving the performance of their schools.

### ***18-Week Plan***

A schedule of targeted professional development segments will be rolled out to MBSE by CSUSA. The Curriculum Specialist (CS) and/or the CRTs and administrative team facilitate trainings in the first year. In subsequent years, MBSE's CS facilitates the segments.

#### ***Quality Education for Students and Teachers (QUEST)***

QUEST is a full day, in-depth process in which members of the CSUSA network who have had proven success in their roles (principals, high-performing teachers, curriculum specialists, and CRTs) observe teachers and provide feedback on instruction. The purpose of the QUEST process is to support MBSE with the implementation and monitoring of the Education Model. QUEST examines three critical factors: 1) classroom management, 2) student motivation, and 3) instructional strategies. The observer watches a lesson to examine how the teacher is integrating educational strategies within the lesson to promote student learning. After visiting all classrooms, the QUEST Team reflects on their day and reviews the data collected. Recommendations and commendations, derived from trends in the data, are compiled into a presentation and delivered to the staff to motivate and drive certain instructional practices.

#### ***Curriculum Cadres/Webinars***

Throughout the school year, training sessions will be provided on various PD topics such as differentiated instruction, observation and feedback, Common Monthly Assessments and NWEA training, cross-curricular instruction, data analysis and data chats. CRTs will attend monthly sessions and then disseminate the information to faculty. Each year, the focus of the Curriculum Cadre will change to meet MBSE's current educational needs.

### ***Curriculum Resource Teacher Boot Camp***

In preparation for their highly supportive roles, CRTs attend boot camp prior to the start of each school year to provide training on how to best support MBSE. Two CRTs will be on staff and a regional curriculum specialist will provide support throughout the school year. Professional development will be provided at least monthly (in addition to weekly grade-level meetings) and on designated teacher professional development days.

### ***Professional Learning Communities (PLCs)***

PLCs provide all teachers with research-based PD based on School improvement goals. Teachers will meet regularly by grade-level teams to analyze student data, design units, and create accompanying lessons. Based on administrative walk-throughs, QUEST visit feedback, and student performance, teachers will be provided with specific, differentiated PD from mentor teachers, administration, CSs, or CRTs.

### ***Leading Edge***

An opportunity to pursue advancement within the CSUSA network, employees participate in PD and training sessions to prepare for future roles such as CRT, CS, Dean, Assistant Principal, or Principal.

### ***School leader evaluation and succession plans.***

#### **Setting Performance Expectations (School Principal)**

The school leader's performance expectations are communicated in August of each year, the format of which is outlined below:

- Criteria on Performance Evaluation Tool: Given the range of responsibilities for which Principals are accountable, this communication in August ensures that specific expectations are set. CSUSA clearly defines "what good performance looks like." Performance within each criterion is used to determine merit increases.

- School Principal Goals: MBSE will have a Strategic Plan, which will be used to help develop School-wide goals. The Principal, in conjunction with CSUSA, will jointly determine the performance goals. The Principal's goals will be developed in the following five areas:
  1. Academic Excellence
  2. Operational Performance
  3. Superior Culture
  4. Financial Health
  5. Growth

Achievement of these goals will be evaluated at the end of the year and linked to an incentive bonus.

### **Monitoring Performance and Providing Feedback**

Performance will be monitored throughout the year and feedback will be provided to support continued improvements and high performance. Monitoring methods will include:

- School site visits conducted semi-annually
- Staff surveys conducted in November and April
- Parent surveys conducted in November and April
- Monthly Principal meetings and reporting
- Interim assessments
- Regular conversations and visits with CSUSA

### **Performance Management – School Principal Evaluation Tool**

The school leader evaluation process is aligned to South Carolina ESEA Waiver Requirements. A formal evaluation will be conducted at the end of the year by the person responsible for supervising the Principal, typically CSUSA's Vice President of Education. The following are the categories included in the School Principal Evaluation Tool. For each factor, specific criteria have been identified in terms of the expected performance, which is outlined in Table 10.2 below.

**Table 10.2**

School Principal Evaluation				
Academic Excellence	Operational Management	Superior Culture	Financial Growth	Growth
<ul style="list-style-type: none"> <li>• GVC</li> <li>• Challenging goals and effective feedback</li> <li>• Parent and community involvement</li> <li>• Safe and orderly environment</li> <li>• Collegiality and professionalism</li> <li>• Teacher-level factors</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Registration and student record keeping</li> <li>• Customer service</li> <li>• Governing Board relations</li> <li>• Following CSUSA guidelines for facility operations</li> <li>• Supports CSUSA communications functions</li> <li>• Compliance with district and state regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Human resources</li> <li>• Performance and planning</li> <li>• Compensation management</li> <li>• Staff Recognition</li> <li>• Hiring</li> <li>• Fellowship</li> </ul>	<ul style="list-style-type: none"> <li>• Budget development &amp; management</li> <li>• Business manager relations</li> <li>• Fundraising</li> <li>• Risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment</li> <li>• Succession Planning</li> <li>• School Opening Team</li> </ul>

**Succession Plan**

The process for school leader succession would vary depending upon individual circumstances, but generally, school leader succession is part of the school leader selection process outlined in Section 9. The pre-approved candidate pool serves as a resource that can be pulled from in order to expedite the hiring process in the case of any contingencies that result in the immediate need for a new school leader.

**Appendix Q** includes a detailed school start-up plan which includes a projected timetable for key projects as well as pre-opening budget.

**11. BUDGET AND FINANCE**

*A description of the budget in terms of educational and operational priorities.*

The overall budget reflects a financial commitment that ensures alignment with MBSE’s mission of providing a rigorous, personalized learning environment to support students in building a strong foundation of academic and critical thinking skills, strong character, and a love for learning. The budget is built to ensure alignment between responsibility and accountability by

ensuring the hiring of highly qualified teachers and purchasing cost-effective research-based materials. The budget includes a bonus pool for school-wide incentives for School personnel. To support the educational needs and priorities of MBSE, the budget also includes expenses for tutoring. For students that require additional intervention, tutoring will also be available at MBSE. These sessions will be derived from the operating budget and be applied to those students requiring extra intervention to bring them up to grade level expectations. Tutoring is free for students and is included in MBSE's budget (an average of \$40,745 annually). **Appendix R** provides the student enrollment projections and **Appendix S** includes a per pupil estimate review.

A comprehensive and balanced budget will be developed on an annual basis. The budget will include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget will require the approval of the Governing Board. The budget will be prepared conservatively and with viability and sustainability of MBSE in mind. MBSE will allocate resources based on data from Marzano's *What Works in Schools*, which shows that effective instructors, implementation of the GVC, curriculum resources, and a safe and orderly environment are the key elements for a successful, sustainable school. Complete assumptions are available in **Appendix T**, which reveals MBSE's financial commitment to support a full instructional staff, school leadership, instructional support staff, professional development to support teachers' understanding and implementation of the GVC, all necessary equipment/technology, and a state-of-the-art facility to provide a safe and orderly environment.

In Year 1, the budget assumes \$2,352,343 for Instructional Expenses. Thereafter, the budget assumes an average annual expenditure of approximately \$3,500,000 per year for Instructional Expense. Integration of technology will allow students to have targeted access to curricular

resources, assessment, technology-based intervention and enrichment enhancing differentiation to support MBSE's mission of offering a rigorous personalized learning environment. Teachers will be trained to integrate technology carefully and strategically into the student-learning environment to increase academic achievement for each student.

In the event that the anticipated revenues are lower than expected, a budget realignment of expenditures to the revised revenue stream prioritizing instructional operations would be in order. Other previously non-contemplated sources of revenue, such as grants and contributions, would also be exercised. In addition, CSUSA, as set forth in the Management Agreement, will stand behind MBSE and carry its operating expenses in the event this is necessary to achieve a balanced budget.

All decisions made by MBSE are conducted with financial efficiency in mind. Each year, MBSE will develop a strategic plan with initiatives for School improvement, which must be aligned to MBSE's budget. The Charter Committee/Governing Board is responsible for ensuring that MBSE has adequate resources that are used wisely and that high standards for academic performance are met. Quarterly dashboard meetings with CSUSA will keep the board informed of the financial health of MBSE.

***How the school will remain fiscally solvent, adhere to generally acceptable accounting practices, and have no material breaches.***

The Charter Committee will contract with CSUSA to provide financial management services to MBSE. The Charter Committee will adopt the established processes and procedures of CSUSA, which adhere to generally acceptable accounting principles, to ensure fiscal responsibility and sound internal controls. The Charter Committee/Governing Board will retain ultimate control of MBSE's finances. MBSE will follow the South Carolina pupil account system, auditing, and reporting procedures as mandated in by statute and specified in the Funding Manual, the Financial

Accounting Handbook, the Annual Audit Guide, the South Carolina Pupil Accounting Manual and the South Carolina Student Accountability Manual.

CSUSA will manage the day-to-day accounting and financial reporting function for MBSE. There will be several layers of oversight internally between employees performing finance-related tasks at MBSE and at CSUSA's Support Center. CSUSA's Finance Department consists of several CPAs, including the Chief Financial Officer, Controller, Assistant Controllers, and Staff Accountants. This sets the tone for the control environment to ensure that financial resources are properly managed.

MBSE will employ a school-based School Operations Administrator who will act as a liaison to CSUSA for human resource, payroll, and financial matters relating to cash collection. The SOA will also work with the Principal to ensure adherence to the budget approved by the Governing Board. Below is a summary of the finance and accounting functions that the SOA will perform:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to company policy.
- Submit documentation for all receipts and disbursements made at the school level.
- Follow up and collect returned checks from parents.
- Prepare and submit instructional related purchase orders according to company policy.
- Prepare and submit check requests for certain invoices.
- Review and approve expenditure invoices with the Principal.
- Maintain reconciliation of internal funds account.

CSUSA's financial management services include:

- Processing of accounts payable.
- Preparation of the quarterly financial statements for MBSE.
- Processing of payroll.
- Budget preparation, maintenance, and forecasting.
- Financial reporting to internal and external parties.
- Audit management.

***How the school will maintain its books and records and create an internal control system.***

CSUSA maintains internal control policies which will be adopted by the Charter Committee via the Management Agreement. These internal controls include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets, and Payroll.

Internal controls are viewed as a means to reduce risk of asset loss, and ensure reliability of financial statements as well as compliance with laws and regulations. There are several components to internal control which include: control environment, risk assessment, control activities information and communication, approval processes for expenditures, and monitoring. These components are used to establish the internal control policies and procedures.

The Charter Committee/Governing Board's approach to budget management is a 3-part process, including: (1) review of financial statements, (2) review of budget vs. actual variances, and (3) forecasting of future results. The first part of the process is the preparation of MBSE's financial statements. These financial statements are prepared by CSUSA and are distributed to both school leadership and the Governing Board. Financial statements will be prepared using Generally Accepted Accounting Principles specific to governmental entities. MBSE will also follow the guidelines in the Funding Manual and the Financial Accounting Handbook. Financial statements will also include a comparison of actual results to the approved budget to facilitate the second part of the process. Through forecasting (the third part of the process), the Governing Board will be able to make timely decisions to ensure the financial health of MBSE.

In addition to the process described above, MBSE will be provided quarterly dashboard reports. The dashboard report summarizes the activity of MBSE, compares the results to the budget, and identifies significant budget variances. As budget variances arise and are managed,

new forecasts are developed to ensure MBSE stays on track financially throughout the year.

**Appendix U** contains a 10-year budget plan.

***Planned client subcontracts to outside providers.***

Licensed/certified vendors will be contracted to provide special education and related services. The students' IEPs will determine the specific services that will be contracted for. Vendors will be contracted to provide services including, but not limited to speech and language services, occupational therapy, physical therapy, and school psychology evaluation services. All contracted providers will need to be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers will be required to maintain professional liability insurance. During the summer prior to MBSE's opening, IEPs of enrolled students will be reviewed to determine which of these clinical services will be needed and to finalize contracts to allow services to be in place at the start of the school year. The Lead Special Education Teacher will ensure that students are scheduled in a manner that allows for implementation of the services identified on each student's IEP.

Each year, or as required, an Invitation to Bid (ITB) will be announced for a food service vendor. Once a vendor is selected their contract can be renewed for four additional years. MBSE will require vendors to provide a quality unitized meal program that includes all the "components" of a full service operation. The "component meal system" consists of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners. In addition to providing these items, the chosen vendor shall also provide the following services to MBSE: delivery of all items to MBSE; menu planning; nutritional analysis; all necessary kitchen equipment (ovens, refrigeration, freezers, milk coolers, etc.); equipment maintenance; commodity utilization; food service training; and marketing and promotions.

MBSE may provide transportation through an agreement or contract with a private provider. One bus has been included in the budget for transportation at an average rate of \$312 per day. If necessary, MBSE will contract with a certified and licensed school bus company to provide transportation. The provider shall furnish proof that it meets or exceeds all applicable district, state, and federal rules and regulations governing student transportation.

***Description of the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit.***

In accordance with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-50(B)(3), MBSE will obtain an annual financial audit that is performed by an independent certified public accounting firm. The Governing Board may select an audit committee to oversee the audit of MBSE. The Governing Board will use the auditor selection procedures as outlined in South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-230(E)(10). The audit shall be performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and South Carolina Code Section 11-7-10. Audited statements will be submitted to the SCPCSD and all required state agencies as required.

## **12. EMPLOYEES**

***The process to advertise for, select, and employ instructional staff and other employees.***

### **Recruitment**

MBSE will be an equal opportunity employer and will recruit quality staff throughout the year using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that will include:

- MBSE's website.
- CSUSA's Employee Referral Program (which will produce a high volume of quality candidates who have a better understanding of the corporate culture and position requirements, resulting in lower turnover).
- Resume database searches and social network scanning.
- CERRA and the Public Charter School Alliance of South Carolina job board.
- Job Fairs (education job fairs will be held to seek teaching professionals).
- College Recruiting (colleges and universities, both locally and nationally, will be identified in order to attract and hire newly graduated teachers).
- Online Job Posting Boards (select educational and job recruitment websites will be utilized to advertise teaching openings).
- Minority Organizations (will work in conjunction with minority referring organizations to help ensure that the work force is reflective of the diverse community served).

CSUSA will provide procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

CSUSA will manage job advertising, conduct applicant screening, and refer qualified applicants to the Principal and administration to ensure that MBSE's staffing needs are met. A consistent process of screening, interviewing, and selecting employees is essential to MBSE's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

MBSE will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners will ask questions of applicants that focus on their abilities, skills, and experiences in an initial screening interview. Then, as the applicant pool is narrowed, successful applicants will advance toward a more in-depth, building-level interview with the Principal and/or interview team.

The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective. The interview process consists

of a panel or team interview approach assembled by the Principal. Final candidates progress to an interview with the Principal. The interview protocol asks teacher applicants about their past performance and experience, and the interviewer or interview team uses an anchored rubric to evaluate responses.

### **Selection**

The selection process draws on effective teacher research and is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. Research-based data on interviewing and the qualities of effective teachers provides the foundation for the teacher selection process.

According to research, six quality indicators of teacher effectiveness ultimately influence student achievement:

1. Pre-requisites of effective teaching
2. The teacher as a person (i.e., personal attributes)
3. Classroom management and organization
4. Planning for instruction
5. Implementing instruction (i.e., instructional delivery)
6. Monitoring student progress and potential (student assessments and expectations)

These quality indicators are explicitly linked to core qualities of effective teachers, and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants, as shown in Table 12.1 below.

**Table 12.1**

Teacher Selection Process					
Prerequisites of Effective Teaching	Teacher as a Person	Classroom Management and Organization	Planning for Instruction	Instructional Delivery	Assessment
<ul style="list-style-type: none"> <li>• Verbal ability</li> <li>• Content knowledge</li> <li>• Education coursework</li> <li>• Teacher certification</li> <li>• Teacher experience</li> </ul>	<ul style="list-style-type: none"> <li>• Caring</li> <li>• Fairness and respect</li> <li>• Interaction with students</li> <li>• Enthusiasm</li> <li>• Motivation</li> <li>• Dedication to teaching</li> <li>• Reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Organization</li> <li>• Student Discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of instruction</li> <li>• Time allocation</li> <li>• Teacher expectation</li> <li>• Instructional planning</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional strategies</li> <li>• Content and expectations</li> <li>• Complexity</li> <li>• Questioning</li> <li>• Student engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Monitoring of student progress</li> <li>• Response to student needs and abilities</li> </ul>

Processes are in place to ensure hiring is consistent with all state and federal law and supports MBSE’s budget. Approval processes will be followed, which include School requirements, human resources consistency, and financial accountability. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended.

Upon selection, education credentials will be verified by CSUSA. The verification process includes checking for clearance of disciplinary actions. Employees and support staff will be fingerprinted and have background checks conducted as appropriate. The support staff will include cafeteria staff, custodians, paraprofessionals, secretaries, substitute teachers, and others approved to support MBSE’s programs.

Upon acceptance of the offer, a New-Hire Packet will be presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed within 3 days of employment), W-2, Employee Handbook (and acknowledgement page), and information related to company-offered benefits.

## **Employment**

Instructional personnel will be hired “at will” on a year-to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12-month period. MBSE will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. The hiring policy is designed to offer an equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability, physical or mental handicap, or any other characteristic protected by law. MBSE’s hiring policies will comply with all federal and state laws, including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1963, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, and Worker’s Compensation and Unemployment Compensation.

The Charter Committee/Governing Board and CSUSA may employ or contract with skilled, selected, non-certified personnel to provide non-instructional services or to assist faculty members as teacher aides. MBSE’s Student Service Coordinator and consultants hired for occupational therapy, physical therapy, speech language, and other services will meet licensure or certification requirements for the services that they provide.

### ***Current SC certification of administration.***

Both the Principal and Assistant Principal will possess, at a minimum, 2 – 5 years of experience in school-based administration.

***Proposed evaluation process.***

MBSE will adopt CSUSA’s evaluation system, which uses the Teacher’s Student Performance Measures, the Teacher Feedback and Evaluation Tool (TFET), and the Deliberate Practice Plan (DPP) to determine an instructor’s Teacher Evaluation Score (TES). CSUSA’s evaluation process fully complies with South Carolina’s ESEA Flexibility Waiver requirements. Any changes to the performance evaluation process will be communicated to the SCPCSD.

All instructional personnel will receive a formal evaluation once per year, at a minimum. Teachers will be evaluated by the Principal, Assistant Principal, or other supervisor. After each evaluation, evaluator/teacher conferences will be conducted to review the teacher’s performance, provide written and verbal feedback, and engage in professional discussions around identified strengths and opportunities for growth. Feedback will be given within three days of both evaluative and non-evaluative observations.

**Student Performance Measures**

Student academic performance will be determined by students’ prior performance on state-mandated assessments. CSUSA will utilize all available 3-year scores for courses assessed by statewide, standardized assessments, including those assigned to a combination of state-assessed and non-state-assessed courses. For any full time instructional staff member in roles, grades, or subjects not subject to state-mandated assessment scores, including “newly hired” teachers, MBSE will utilize school-wide student learning growth (student growth measure) in math and ELA.

**The Teacher Feedback and Evaluation Tool (TFET)**

In its entirety, the TFET will be used as an evaluative assessment of classroom and non-classroom full-time instructional staff member performance and will constitute 35% of the TES. The TFET is organized by the strategies and behaviors observed inside and outside of the classroom (see the table below). The TFET, show in Table 12.2 below, also informs teachers and school

leaders of appropriate deliberate practice goals.

**Table 12.2**

Segments and weighting of the TFET		
Inside of the Classroom (50%)	Outside of the Classroom (35%)	Outside of the Classroom (15%)
<ul style="list-style-type: none"> <li>• Well-Managed Learning Environment</li> <li>• Equitable Learning Environment</li> <li>• High Expectations Environment</li> <li>• Supportive Learning Environment</li> <li>• Active Learning Environment</li> <li>• Progress Monitoring and Feedback</li> <li>• Digital Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Data-driven Instruction Results</li> <li>• Operational Performance</li> <li>• Culture of Excellence</li> <li>• Financial Health/ Growth</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and Preparing</li> </ul>

***Scoring the TFET***

To ensure the integrity of the system and inter-rater reliability, all evaluators will utilize a common rubric, participate in extensive professional development, and use common effective practices. Each indicator on the TFET utilizes a comprehensive, 5-category scale, relative to observations and feedback inside and outside of the classroom: Innovating (4); Applying (3); Developing (2); Beginning (1); Not Using (0); Not Observed (No Value Given).

- **Step 1:** Rate observed elements at each of the following on the 5-category scale.
- **Step 2:** Count the number of ratings at each level for each of the 12 TFET segments.
- **Step 3:** Within each segment, determine the percentage of the total number of ratings (excluding Not Observed) each level represents.
- **Step 4:** Apply the results from Step 3 to the teacher category rules (based on teacher’s years of experience)
  - Category I: 1-3 years’ experience
  - Category II: 4-7 years’ experience
  - Category III: 8+ years’ experience
- **Step 5:** Calculate the weighted average of the 12 TFET segment scores and place the resulting score on the TFET scale, shown in Table 12.3 below.

**Table 12.3**

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

### Deliberate Practice Plan (DPP)

The deliberate practice score will account for 25% of an instructor’s TES. All teachers will identify three TFET indicators to focus on and develop throughout the year. Each selected element will become a goal in the teacher’s DPP. The DPP will be created, reviewed, and monitored collaboratively with MBSE’s leadership team.

MBSE’s leadership team will evaluate growth on each of the three goals. The annual baseline values will be determined by the prior year TFET score, or mid-year TFET in the case of a new teacher. For the first year of TFET implementation, all teachers will receive a baseline TFET evaluation to drive DPP goals and baseline scores. Growth from the baseline to end-year TFET is determined by the table below. The final DPP score is the average of all three goals’ growth scores. For example, a teacher whose growth scores were 3, 3, and 2 would receive a DPP score of 2.6. This final score is based on the same rating scale as the final TFET score. Thus a DPP of 2.6 is “Effective.” Please refer to Table 12.4 below.

**Table 12.4**

Highly Effective (4)	Effective (3)	Developing (2)	Beginning (1)	Unsatisfactory (0)
Grows 4 levels or grows to <b>Highly Effective</b>	Grows 3 levels or grows to <b>Effective</b>	Grows 2 level or grows to <b>Developing</b>	Grows 1 level or grows to <b>Beginning</b>	Achieves no growth or scores <b>Unsatisfactory</b>

### Teacher Evaluation Score (TES)

The TES evaluation criteria will be based on the teacher’s Student Performance Measures and scores on both the TFET and DPP. For full-time instructional staff members with less than 3 years of data, years available will be used. The metrics used to determine the final TES rating, along with each metric’s weight in the final rating, are as follows:

- Student Academic Performance:
  - Student Performance Measure: 40%
- Instructional Practice:
  - Teacher Feedback Evaluation Tool (TFET) Score: 35%
  - Deliberate Practice Plan (DPP) Score: 25%

Once Student Performance, TFET, and DPP scores (1-4) are determined, they are combined according to the weighting above and assigned a rating based on the scale shown in Table 12.5 below.

**Table 12.5**

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

***How the school will communicate its employment policies and policy changes.***

Every employee at MBSE will receive a copy of the employee handbook. Any policy changes instituted by CSUSA will be communicated directly to the Principal via email, who will then communicate the changes to their staff. In addition, any policy changes will be discussed at monthly principal meetings.

***A description of the grievance and termination procedure for the charter school’s employees.***

**Grievance and Termination Procedures**

MBSE will not adopt the procedures for the employment and dismissal of teachers outlines in S.C. Code Ann. § 59-25-410 (2004). If an employee feels he or she has been treated unfairly as a result of actions from MBSE’s administration, the employee can present a formal grievance to CSUSA’s Education Team Senior Human Resource Generalist.

***Instructions for Staff Submitting a Grievance***

1. Discussion of the problem with the immediate supervisor is encouraged. Requests for an initial meeting to discuss a grievance must be made within 30 calendar days of the event giving rise to the grievance. The supervisor will schedule a meeting within 5 days of any such request by an employee and provide a written response within 5 days of the meeting. If the employee does not believe a discussion with the supervisor is appropriate, the employee should proceed directly to Step 2.
2. If the matter is not resolved, the employee should request to meet with the CSUSA Regional Director, who will provide the employee with a written response within 5 days of the meeting.
3. If the matter is not resolved, the employee may submit a formal grievance in writing to CSUSA’s Education Team Senior Human Resource Generalist within 10 days of receiving

the Regional Director's written response. The employee is encouraged to request a meeting with the Senior Human Resource Generalist, who will conduct an investigation and consider the facts and may review the matter with the aggrieved employee's supervisor.

### *Termination*

School staff will be employees of CSUSA, and as such, will be considered "at-will." Employees voluntarily enter into this agreement and are free to resign at any time, and similarly, CSUSA may terminate employees at any time. Terminated employees who wish to appeal their termination may do so by utilizing the grievance policy outlined above.

### **13. INSURANCE**

Descriptions of MBSE's insurance are included in **Appendix Y** and **Appendix Z**. **Appendix Y** includes a description and the amount of Workers Compensation Insurance, and **Appendix Z** includes descriptions and the amounts of all other applicable insurances (Commercial General Liability, Educator's Legal Liability, Property and Boiler and Machinery, Employee Dishonesty, Director and Officers Liability, Automobile, Student Accident, and Excess Liability).

### **14. TRANSPORTATION**

The Committee recognizes that transportation cannot be a barrier to any child attending MBSE. Therefore, Administration and CSUSA will assist parents with the identification and coordination of transportation options to ensure that MBSE is accessible to all students. This will include facilitating car pools and informing parents as early as Open House of their transportation options. If car pool options are exhausted, School Administration will meet with the parent and make every effort to assist them in locating a means of transportation whether it is via bus, taxi, or private transportation service.

MBSE Administration, along with CSUSA, shall disseminate a transportation plan prior to the lottery process through publicized information sessions, during open houses, and through the main

School office. All parents will be provided with a link to an electronic survey through which they will be able to express their interest in ride sharing and gain access to a pool of parents residing within the same region.

Car pool and drop-off/pick-up procedures will be in place to ensure that all children can get to and from school. A parent orientation session will be held prior to the beginning of the school year whereupon the administration communicates the procedures outlined for drop-off/pick-up procedures and additional processes to connect across the school community for ride sharing.

All transportation related information will be provided to parents via student information system communication as well as in the Live Binder of Frequently Asked Questions, which will be published online for all applicants and enrollees

The budget includes annual funding (see below) to support possible transportation needs where ridesharing may not be achievable. These funds also will support the cost of transportation for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs. These funds are included as a conservative measure and shall be used to provide transportation to those students requiring such transportation by applicable law.

- Year 1: \$54,000
- Year 2: \$55,080
- Year 3: \$56,182
- Year 4: \$57,305
- Year 5: \$58,451

## **15. FACILITIES**

***If a facility has not been identified, specify a plan for obtaining such a facility.***

The exact location for MBSE's facility has not yet been identified. The site will be compatible with existing neighborhoods and with local municipal and county planning efforts. The Charter Committee's intent is for MBSE to be a newly constructed facility that meets the needs of the

student population. The facility will meet all applicable commercial and life safety codes. In the event that an existing facility is available for conversion to an applicable facility, that would be considered as an alternative to a newly constructed facility. Regardless, the facility layout will be based on previous plans that have been successfully deployed by CSUSA for charter schools. The facility is expected to be 65,000 – 70,000 square feet in size, occupying one to three floors. The facility layout will accommodate a logical separation of the elementary (K – 5) and middle (6 – 8) school grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for MBSE’s administration. MBSE’s site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests. The SCPCSD shall not be responsible for costs in the areas of facility construction or maintenance.

The facility will be designed to integrate technology, giving all students targeted access to curricular resources, assessments, technology-based intervention, and enrichment enhancing differentiation at MBSE. Teachers and students will have technology integrated in the classroom through a variety of modalities. MBSE’s budget contains over \$680,000 for technology resources in Year 1. Below are the typical resources contemplated for the facility:

- Interactive displays/panels with tablets
- Classroom laptop computers
- Computer labs/Mobile laptop carts
- Document cameras
- Mounted projector and screen
- Production room
- Multi-purpose room outfitted with sufficient audio/video equipment for presentations

CSUSA utilizes established and reputable vendors for equipment and services. Vendor selection is done through a Request for Proposal (RFP) with a vendor selection criteria matrix that includes critical factors such as company reputation and the ability to deliver on time. The number

of vendors used is kept to a minimum in order to maintain manageability and accountability and leverage economies of scale for pricing.

Pending approval of this charter application, MBSE’s facility will be developed in accordance with the construction timetable listed in Table 15.1 below:

**Table 15.1**

Period	Projected Timetable for Key Facility Construction Tasks
4/16 – 10/16	<ul style="list-style-type: none"> <li>• Construction Drawings/Plans Approval</li> <li>• Finalize Architectural Design</li> <li>• Site Selected and Contract Executed</li> <li>• Site Review                             <ul style="list-style-type: none"> <li>▪ Facilities – Use for Programs (e.g. Athletics, Sciences, etc.)</li> <li>▪ Site Plan – Ingress/Egress, Transportation, Fields, Parking, Signage</li> <li>▪ Zoning</li> </ul> </li> <li>• Construction Financing</li> <li>• Site Plan Approval</li> <li>• Land Development Permit</li> </ul>
6/16 – 11/16	<ul style="list-style-type: none"> <li>• Apply for General Building Permit</li> <li>• Land Development</li> <li>• Facility Construction</li> </ul>
11/16 – 8/17	<ul style="list-style-type: none"> <li>• RFP’s for Vendors                             <ul style="list-style-type: none"> <li>▪ Services</li> <li>▪ Furniture, Fixture, and Equipment listing (FF&amp;E)</li> <li>▪ Technology</li> <li>▪ Instructional Materials</li> </ul> </li> <li>• Facility Lease Executed</li> <li>• Construction (Ongoing)</li> <li>• Complete Construction</li> </ul>
12/16 – 8/17	<ul style="list-style-type: none"> <li>• Certificate of Occupancy</li> <li>• Installation of FF&amp;E</li> <li>• Technology Installation</li> <li>• Staff Move-in</li> </ul>

## 16. EDUCATION/CHARTER MANAGEMENT CONTRACTS

### *Evidence that the EMO has successfully managed other schools.*

CSUSA currently operates 77 schools in 7 states nationwide, serving over 65,000 students. All of CSUSA’s schools are AdvancED accredited. More than half of CSUSA’s students receive free or reduced lunch, and approximately 70% of students are classified as minorities. Of CSUSA’s schools that receive traditional A-F grades, 100% of schools open 3 or more years earned “passing

grades” (A, B or C) in 2014. All three of CSUSA’s schools in North Carolina earned a B for the 2014-15 school year.

CSUSA’s three turnaround schools in Indiana have made outstanding progress, far exceeding one year’s annual growth on NWEA MAP assessments. In 2014, 172% of growth targets were met in math, the equivalent of over one-and-a-half years’ worth of growth. In reading, students made over two-and-a-half years’ worth of growth with 275% of growth targets met. As of the most recent school accountability results (2014), at the middle school level, both schools maintained or exceeded prior year performance in reading and math.

Some of CSUSA’s highest performing schools are in Florida, their most established state, with 54 schools in 12 school districts. The schools range from FRL populations of 15% to 87% and minority rates of 41% to 98%. The diversity of CSUSA’s Florida schools and their success with all student populations illustrates that, regardless of student demographics, the CSUSA Education Model works.

School grades for the 2013-14 school year (the most current data available to date), released by Florida’s Department of Education, are evidence of the success of the CSUSA Education Model. They are also evidence that CSUSA’s Education Model has been effective and successful at producing results and raising student achievement. As a network, CSUSA-managed schools measure success not only in levels of proficiency, but also in growth of students over the course of the year. At CSUSA, the average proficiency rates and rate of growth exceeded that of the state of Florida in reading, math, science, and writing for 2013-2014. Each school in CSUSA’s Florida network exceeded the net growth of the district in which it operates. Additionally, CSUSA’s net proficiency growth in reading, math, writing, and science is almost 10 times higher than the state of Florida.

The strong overall performance in CSUSA’s Florida network can be attributed to a commitment to raising student achievement by teachers and administrators and the implementation of several academic components of CSUSA’s Education Model, including differentiated instruction, tutoring, push-in/pull-out support, blended learning, and research-based instructional materials.

**Figure 16.1**

Reading				Math				Writing				Science			
School-wide Average															
Year	2013	2014	Growth												
CSUSA Avg	58	60	2	CSUSA Avg	58	63	5	CSUSA Avg	57	65	8	CSUSA Avg	57	61	4
Florida	57	58	1	Florida	58	58	0	Florida	58	58	0	Florida	56	57	1
New	--	54	--	New	--	44	--	New	--	62	--	New	--	40	--
Existing	59	61	3	Existing	56	62	6	Existing	54	66	12	Existing	49	56	7
New	--	54	--	New	--	44	--	New	--	62	--	New	--	40	--
2nd Year	51	54	3	2nd Year	46	53	7	2nd Year	49	72	23	2nd Year	42	48	6
3rd-4th year	55	56	1	3rd-4th year	52	56	4	3rd-4th year	58	63	5	3rd-4th year	42	51	9
5+ years	63	66	3	5+ years	62	68	6	5+ years	55	65	10	5+ years	55	60	5

Figure 16.1 above shows that proficiency rates increase the longer schools and students are part of the CSUSA network.

- While school proficiency increases with school tenure, the year-over-year growth is elevated in developing schools. Second-year schools did especially well in 2014, particularly in writing where they had an average 23 percentage point increase from 2013 to 2014 and a proficiency advantage over CSUSA veteran schools.
- The CSUSA family of schools made gains in every subject, all of which exceeded state-level gains throughout Florida.
- Every one of CSUSA’s second-year schools in Florida exceeded its district’s rate of growth from 2013 to 2014 in math and writing.
- 88% (7 of 8) of second-year schools exceeded the writing proficiency levels of their districts.
- 84% (16 of 19) of CSUSA schools that have been open at least five years exceeded their district’s reading proficiency.

The Table 16.1 below shows the success of the replicated model across Florida, as demonstrated by school grades in the established CSUSA schools.

**Table 16.1**

CSUSA Established* Schools								
District	School	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	FRL (%)
Broward	Coral Springs Charter School	A	A	A	A	A	A	23%
Broward	Hollywood Academy of Arts & Science	A	B	A	A	A	A	56%
Broward	Hollywood Academy of Arts & Science Middle School	A	A	A	A	A	A	49%
Broward	North Broward Academy of Excellence	A	B	A	A	A	B	67%
Broward	North Broward Academy of Excellence Middle School	A	B	A	A	A	A	72%
Broward	Renaissance Charter School at Coral Springs	A	B	A				58%
Broward	Renaissance Charter School at Plantation	B	B	B				76%
Dade	Aventura City of Excellence School	A	A	A	A	A	A	1%
Dade	Downtown Miami Charter School	A	A	A	B	D	C	92%
Dade	Keys Gate Charter School	B	C	B	B	A	A	77%
Dade	Renaissance Elementary Charter School	A	A	A	A	A	A	27%
Dade	Renaissance Middle Charter School	A	A	A	A	A	A	42%
Dade	Keys Gate Charter High School	C	B	A				73%
Duval	Duval Charter Scholars Academy	C	D	C	C			13%
Duval	Duval Charter School at Baymeadows	A	A	A				28%
Duval	Baymeadows Charter High School	B	B	A				4%
Hillsborough	Woodmont Charter School	C	F	D				38%
Hillsborough	Winthrop Charter School	A	B	C				18%
Lee	Bonita Springs Charter School	C	B	A	A	A	A	51%
Lee	Cape Coral Charter School	B	C	B	B	A	C	70%
Lee	Gateway Charter Elementary School	C	B	A	A	A	A	69%
Lee	Gateway Charter High School	B	B	A	A	B	B	56%
Lee	Gateway Charter Intermediate School	C	B	A	A	A	A	58%
Lee	Six Mile Charter Academy	B	B	A	B	B	A	59%
Osceola	Canoe Creek Charter Academy	A	C	B	A	A	B	71%
Osceola	Four Corners Charter School	A	A	A	A	A	A	63%
Osceola	P. M. Wells Charter Academy	A	C	B	B	B	B	81%
St. Lucie	Renaissance Charter School of St. Lucie	A	C	B	A	C		60%

\*A school is considered “established” if it has been open for at least three years.

The Figure 16.2 below provide a few additional highlights of the success of the schools in CSUSA’s network and further evidence that the existing Education Model and design has been effective in producing results and raising student achievement.

**Figure 16.2**

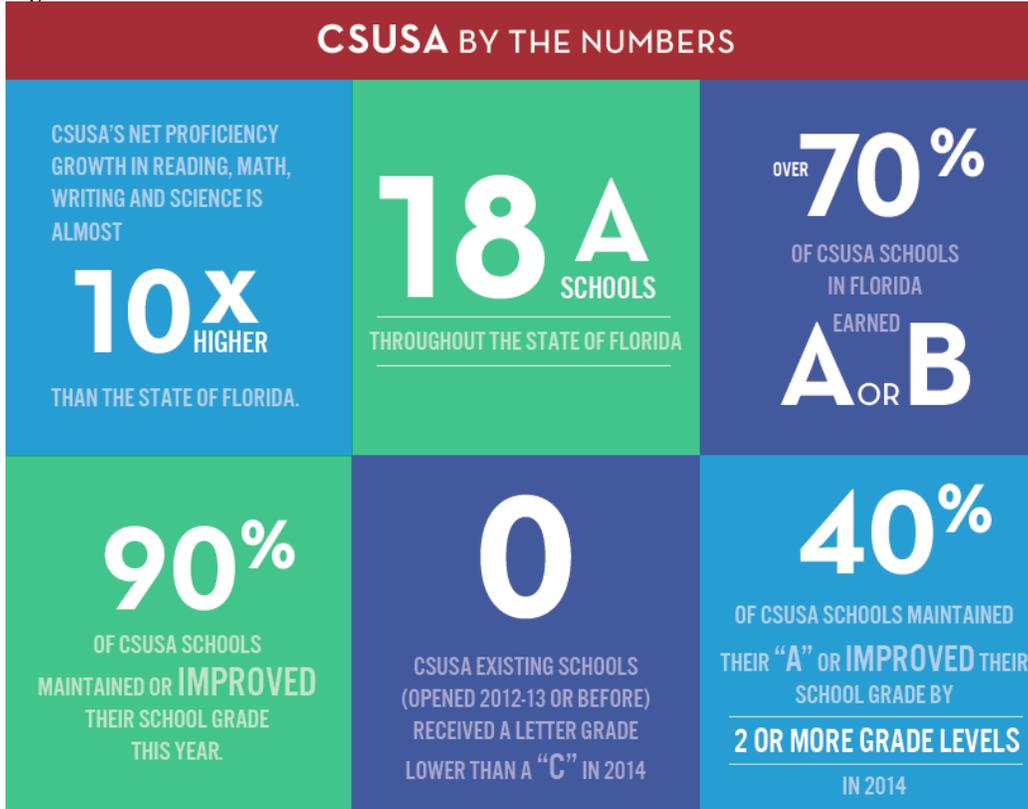


Table 16.2 below shows four schools in the CSUSA network with FRL and Minority rates similar to the proposed student population in this application.

**Table 16.2**

	FRL	Minority Rate
HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE SCHOOL	61	65
GATEWAY CHARTER ELEMENTARY SCHOOL	67	66
FOUR CORNERS CHARTER SCHOOL	59	64
CANOE CREEK CHARTER ACADEMY	62	62

Table 16.3 below shows the similar schools’ grades as of the most recent (official) school grades release:

**Table 16.3**

	Proficiency				Learning Gains		Learning Gains - Lowest Quartile		Historical School Grades				
	Reading	Math	Writing	Science	Reading	Math	Reading	Math	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010
HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE SCHOOL	72	77	69	73	81	89	79	80	A	A	A	A	A
GATEWAY CHARTER ELEMENTARY SCHOOL	65	64	54	54	65	61	59	44	C	B	A	A	A
FOUR CORNERS CHARTER SCHOOL	64	61	65	57	73	77	68	76	A	A	A	A	A
CANOE CREEK CHARTER ACADEMY	58	59	49	56	72	79	84	85	A	C	B	A	A

Table 16.4 below shows the projected schools’ grades for the 2014-15 school year:

**Table 16.4**

	School Grade
	2015*
HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE SCHOOL	A
GATEWAY CHARTER ELEMENTARY SCHOOL	B
FOUR CORNERS CHARTER SCHOOL	A
CANOE CREEK CHARTER ACADEMY	A

As the data shows, schools with similar student populations within CSUSA’s network have been very successful. All schools earned grades of “A” for the 2010 – 2012 school years, with the exception of Canoe Creek Charter Academy earning a “B” in 2012. In years 2013 and 2014, all schools earned “A” or “B” grades, with the exception of Canoe Creek Charter Academy receiving a “C” in 2013 (which improved to an “A” in 2014) and Gateway Charter Elementary School receiving a “C” in 2014. All schools are projected to receive “A” grades for 2015, with the exception of Gateway Charter Elementary School, which is projected to raise its 2014 “C” grade to a “B” in 2015.

***A term sheet for the proposed management of the charter school.***

The principal terms of the proposed Management Agreement (**Appendix FF**) are summarized below. There is no obligation on the part of any party until a definitive Management Agreement is signed by both parties. Please note that the Management Agreement included in **Appendix FF** is a draft, and as such the terms may change as a result of negotiations between the Charter Committee and CSUSA. Since CSUSA will be handling all employee services, please see

**Appendix HH** for a draft copy of the employee contract. Below is a term sheet for the proposed management of MBSE.

***Contract Duration:*** This Agreement shall be effective for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier.

***Roles and Responsibilities of the school governing board:***

- a. Good Faith Obligation.** The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA's ability in implementing the school design as set forth in the Charter Application, CSUSA shall have the option of terminating this Agreement.
- b. Assistance to CSUSA.** The Charter School shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.
- c. Unusual Events.** The Charter School agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.
- d. Retained Authority.** The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.
- e. Food Service.** The Charter School shall be managed, operated and administered by or shall otherwise provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

***Roles and Responsibilities of CSUSA:***

CSUSA shall be responsible and accountable to the Board for the operation and performance of the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School
2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co- curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the school;
4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by CSUSA and as approved or requested by the Charter School;
5. Management of the business administration of the Charter School.
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

***Services provided by CSUSA***

Establishing the charter school; Education Delivery; Human Resource Management; Financial Management; Strategic Improvement; Technology; Marketing, Enrollment & Communications; Governing Board Relations; Business & Contracts Management; Facility Maintenance.

***Performance evaluation measures and mechanisms:***

**Pupil Performance Standards and Evaluation.** CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Board and CSUSA will cooperate in good faith to identify

measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

***Compensation paid to CSUSA:  
Financial Controls and Oversight:***

As compensation for its services, CSUSA shall be entitled to an amount not to exceed 15% of Revenues.

**Financial Reporting.** CSUSA shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Quarterly financial statements by the 30<sup>th</sup> day of the following month, including a balance sheet, statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

***Methods of Contract Oversight and Enforcement:***

The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of South Carolina, and subject to venue in Berkeley County. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Charter School against the other.

***Conditions for Renewal and Termination of the Contract***

After the initial term, then the term of the Agreement shall be extended (i) to the extent CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School.

Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice.

***Evidence that the EMO is authorized to conduct business in South Carolina.***

**Appendix GG** contains a copy of CSUSA’s Certificate of Authority to transact business in South Carolina.

***Financial obligation to the EMO.***

CSUSA will receive compensation for its services in the form of a fee for services. Any fees paid to CSUSA will be approved by the Governing Board during the annual budget development process. As per the Management Agreement, the customary fee for the comprehensive services provided will be determined by the Governing Board and CSUSA annually, but will never exceed 15% of revenue. CSUSA may reduce its fee as a contribution to MBSE’s budget to ensure MBSE’s overall financial viability in the event the full fee for services cannot be paid. Table 16.5 below shows the fees used in our projected financial statements.

**Table 16.5**

2016-17	2017-18	2018-19	2019-20	2020-21
\$242,083	\$332,311	\$768,807	\$800,859	\$850,767

The Charter Committee/Governing Board will not finance the construction or purchase of the facility. The Committee/Board will lease the facility and will not own the facility. The only debt financing in the proposed budget is for the purchase of school technology infrastructure, hardware, software, furniture, and equipment. The proposed budget includes a 5-year conventional loan for the above items in the amount of \$1,023,195 at a projected interest rate of 6.5%. Details of the payment of this loan is included in the SCPCSD’s Additional Finance and Facility Form included in this application. The ability to secure this financing is a benefit of our relationship with CSUSA, who has secured financing from various sources in order to complete the equipping of charter school facilities it opens and operates. Sources of financing have included:

- Issuance of taxable and tax-exempt bonds to finance the acquisition of educational facilities and associated equipment. To date, Charter Schools USA has participated in the issuance of approximately \$500 million of taxable and tax-exempt bonds.

- Use of an available revolving line of credit.
- Commercial bank financing in some cases backstopped by a guarantee from either CSUSA or its affiliated development company.
- Financing provided by either CSUSA or the development company.
- Financing provided by a construction partner.

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Appendix A  
Signature Certification  
Page



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

South Carolina Public Charter School Application

**Statement of Assurances for Charter Schools**

*For informational purposes only. The applicant certifies to abide by these assurances by signing and submitting the Signature Certification Page. Keep a file copy of both documents.*

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for Mevers Berkeley School of Excellence is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the school and its governing board

- A. Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. S.C. Code Ann. §59-40-40(2)(b)
- B. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor and is comparable to the changes of the local school district in which the charter school is located. S.C. Code Ann. §59-40-40(2)(d)
- C. Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or, in the case of the South Carolina Public Charter School District (SCPCSD) or a public or independent institution of higher learning, the local school district in which the charter school is located. S.C. Code Ann. §59-40-50(B)(1)
- D. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools. S.C. Code Ann. §59-40-50(B)(2)
- E. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools. S.C. Code Ann. §59-40-50(B)(3)
- F. Will report to its sponsor and the South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the charter school may receive.
- G. Will use the same pupil accounting system as required of public schools and districts.
- H. Will employ noncertified teachers in a ratio of up to 25 percent of its entire teaching staff (10 percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in the Elementary and Secondary Education Act (ESEA). S.C. Code Ann. §59-40-50(5)
- I. Will employ one administrative staff member who is certified or experienced in the field of school administration. S.C. Code Ann. §59-40-50(6)
- J. Will be secular in its curriculum, programs, governance, and all other operations. S.C. Code Ann. §59-40-40(1)

- K. Will comply with the Freedom of Information Act. S.C. Code Ann. §59-40-50(10)
- L. Will comply with the ESEA legislation and applicable provisions of the SCDE's ESEA waiver.
- M. Will adhere to all provisions of reporting student truancy, discipline incidents, and persistently dangerous situations as required by ESEA.
- N. Will assume liability for the activities of the charter school and will indemnify and 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 which 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. S.C. Code Ann. §59-40-60(F)(15)
- O. Will report to its sponsor and the SCDE any changes to information provided under its application in a timely manner. S.C. Code Ann. §59-40-140(H)
- P. Will report at least annually to its sponsor and the SCDE all information required by the sponsor and by the SCDE, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff. S.C. Code Ann. §59-40-140(H)
- Q. Will adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable. S.C. Code Ann. §59-40-50(B)(1)
- R. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. S.C. Code Ann. §59-40-50(B)(1)
- S. Will comply with S.C. Code Ann. § 59-63-235 (2004), which provides for the expulsion of any student who brings a firearm to school.
- T. Will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).
- U. Will comply with any school district desegregation plan or order in effect. S.C. Code Ann. §59-40-60(F)(9)
- V. Will adhere to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form.
- W. Understand that, as a charter, we gain autonomy to make decisions in exchange for accountability to our authorizer.



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

South Carolina Public Charter School Application

**Signature Certification Page**

Name of Proposed School: Mevers Berkeley School of Excellence

Mailing Address (if known): \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Name of Applicant Group: Berkeley Charter Education Association, Inc.

Sponsor (local school district board, SCPCSD, or institution of higher education/technical college) Name: SCPCSD

**Certification:** I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the South Carolina Public Charter School Statement of Assurances if the charter school is approved.

*Stewart Weinberg* 1/22/2016  
Signature of Charter School Committee Chair Date

**Authorization:** We hereby certify that this charter application has been duly authorized by the sponsor listed above. This authorization indicates that the terms of this application constitute a contractual agreement between the two organizations represented below pursuant to Section 59-40-60 of the South Carolina Charter School Act (1996). According to state and federal guidelines, charter schools must provide evidence of improved student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA). Sponsors must use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school's charter. Each sponsor and charter school must enter a contractual agreement stating that student performance of all students described in section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school's charter.

Charter School Committee Chair Name: Stewart Weinberg, Ph.D.

*Stewart Weinberg* 1/22/2016  
Signature Date

Sponsor Representative Name: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

# Appendix B

## Evidence of Support

# K-8 CHARTER SCHOOL COMING TO BERKELEY COUNTY OPENING 2017

## Greatness Starts Here.

### We Take Your Child's Education Personally



Go to our website at  
[www.MeversBerkeleySchool.org](http://www.MeversBerkeleySchool.org)  
to complete a Letter of Interest for your child

## LEARN MORE!

Attend a special information session  
to learn more about the proposed school

January 23, 2016  
at 10:00 a.m. & 12:00 p.m.

### WHY CHOOSE MEVERS BERKELEY SCHOOL OF EXCELLENCE

- Dedicated, caring, certified teachers
- Core curriculum and enrichment classes to keep students engaged
- Personal learning plans to assure student's success
- Instruction is based on individual strengths and weaknesses
- Meaningful parental involvement helps students perform better
- Beautiful brand new school building provides a secure and nurturing environment to enhance student success
- Focus on character education and leadership to prepare students for the future
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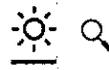
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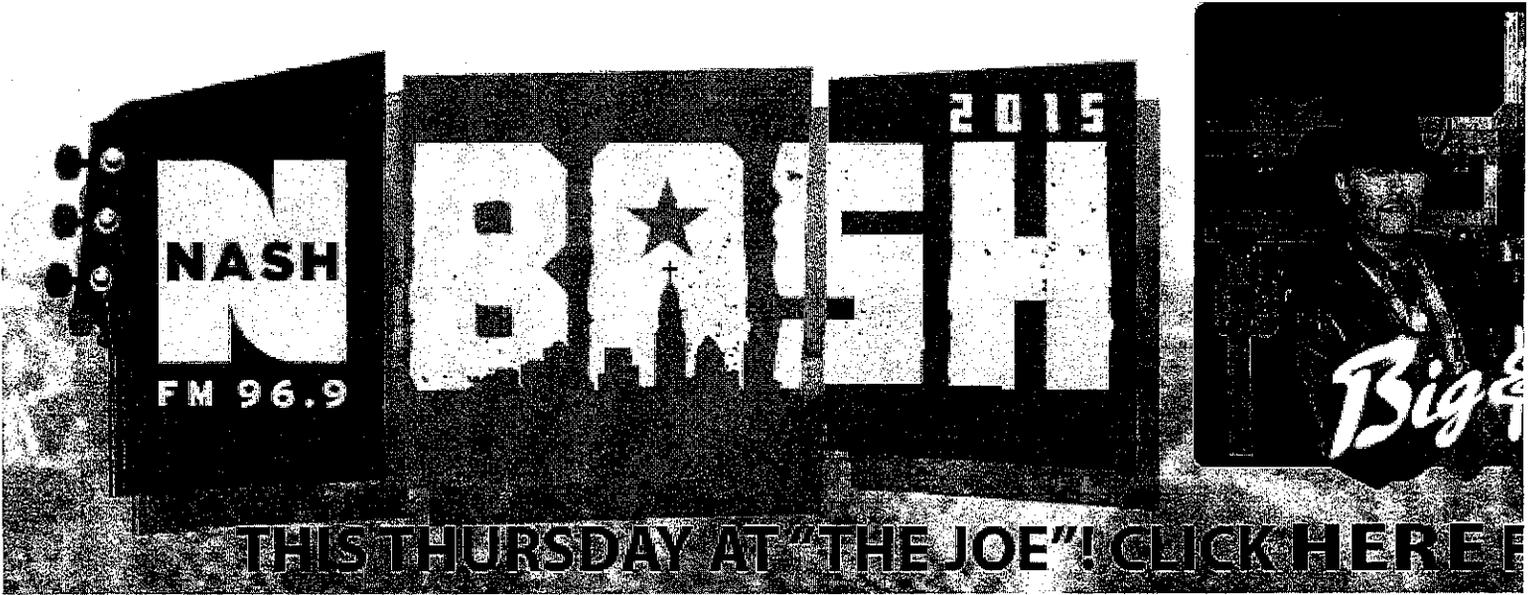
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## Booming Berkeley County needs 20 new schools in 20 years, study says



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Paul Bowers

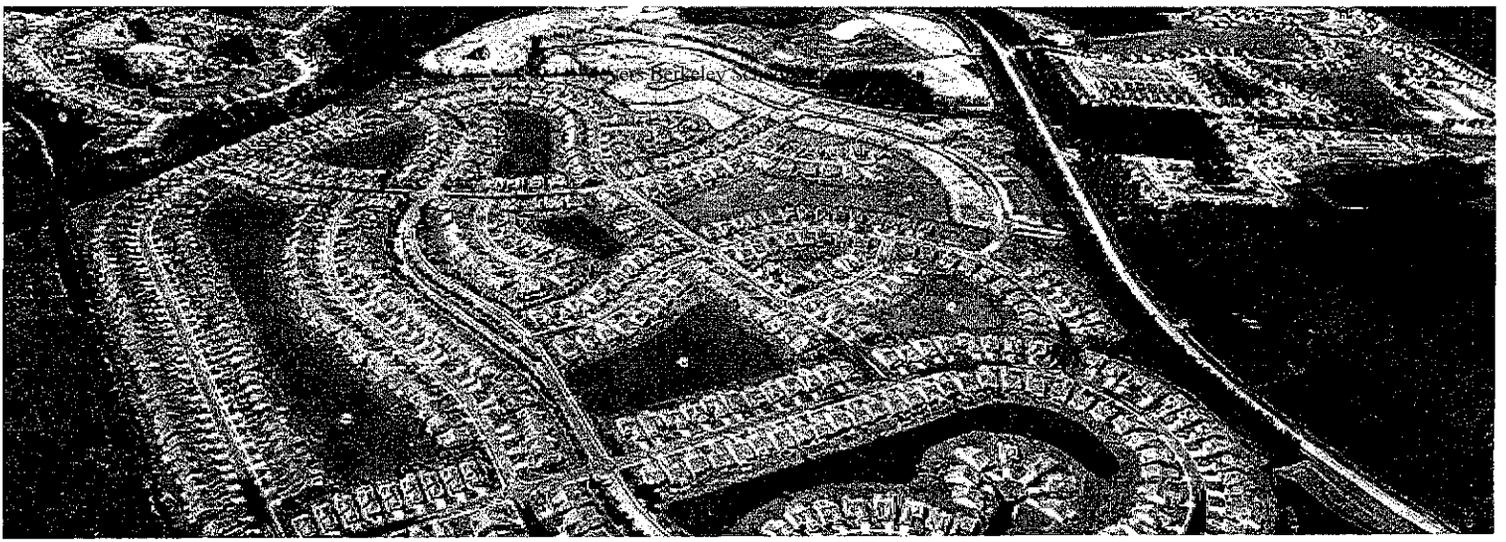
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Oct 17 2015 10:00 pm





Berkeley County is ranked among the fastest-growing in South Carolina -- with development's like Cane Bay shown in this aerial view. Volvo's plans to build a \$500 million, 4,000-employee manufacturing campus near Ridgeville is bound to keep it on that track. Wade Spees/Staff Wednesday, October 4, 2015

x

The Berkeley County School District must build at least 20 schools in the next 20 years to keep up with soaring population growth, a recent study says, and taxpayers likely will bear much of the cost.

Online

For an interactive graphic showing capacity rates of schools, go to [postandcourier.com/Berkeley-schools](http://postandcourier.com/Berkeley-schools) (<http://postandcourier.com/Berkeley-schools>).

The county already ranked among the fastest-growing in South Carolina in recent years, but when Volvo announced its intentions in May to build a \$500 million, 4,000-employee manufacturing campus off Interstate 26 near Ridgeville, all population forecasts went out the window. Now, according to a report from the Regional Economic Analysis Laboratory at Clemson's Strom Thurmond Institute, the school district's student population of about 32,000 could skyrocket to 55,000 by 2035.



The district recently opened Nexton Elementary, the first of five new school construction projects funded by a bond issue approved by voters in 2012, and already some

**Enlarge** Monica Overstreet works with the sixth grade band class at Cane Bay Middle School Wednesday September 30, 2015. Mevers Berkeley School of Excellence  
Berkeley County School District's student population is growing more quickly than expected. Grace Beahm/Staff

officials are saying that the district will have to ask voters for more money soon.

"We're going to have to go back to the voters, there's no doubt about that," said Jim Hayes, chairman of the Berkeley County School Board. "But I don't know how the taxpayers can foot that bill. The state has got to come in and help pay for it."

## Cane Bay growing pains

The population boom in Berkeley County is already well underway. Ten days into the current school year, the student population of Berkeley County School District had increased by 930

students compared with the previous year, more than twice the growth the district had predicted. A sizable portion of that growth took place in Cane Bay, a sprawling new neighborhood on a once-remote state road near Summerville.

At Cane Bay Middle School, Principal Carol Beckmann-Bartlett oversees a constantly growing student body that includes Air Force kids, farm kids, Boeing kids, and children from a nearby group home. Some come from families who have lived on the land for generations, others from families who just moved to town for a job. "We have kids who hunt and fish, and we have kids building robots," Beckmann-Bartlett said — not that the two are mutually exclusive.

Situated near the front of the neighborhood along bike paths that students can take from home, beside a gleaming behemoth of a football stadium, the trio of Cane Bay Elementary, Middle, and High form an interconnected campus that can take a child very nearly from cradle to college. The district built the schools on 160 acres of land donated by Cane Bay's developer, Gramling Brothers Real Estate & Development.

Beckmann-Bartlett said many parents have told her the neighborhood schools were a major selling point for buying a house in Cane Bay. "I tell them, 'We don't have anymore room, but you've made a great choice — you and 10,000 other people,'" she said.

Even in the pre-Velvo era, overcrowding is already a problem in Berkeley County. Student

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enrollment in the district as a whole sits at 95 percent of the schools' total capacity, but while many schools in Goose Creek, Hanahan and Moncks Corner are packing students into trailers as their buildings fill up, others in the northern outskirts of the county have room to spare.



**Enlarge** Grace Beahm/Staff Eight grader Anne Glendening dives into her new books inside the library at Cane B

On paper, Cane Bay Middle looks like it still has room for more students, especially compared with the 17 schools in the district that are operating beyond their official student capacity. Cane Bay Middle had 765 students on the 10th day of classes this year, well below its capacity of 900.

But in practice, Beckmann-Bartlett said she's already feeling the strain of overcrowding at the three-year-old school. Certain classes including special education and pre-engineering require smaller-than-average classroom sizes, and she

said the school will likely have to move some self-contained classrooms into smaller rooms. "I don't love it," she said of her daily space dilemma.

Common areas, such as an interior courtyard that teachers like to use for outdoor class sessions, now must be checked out days in advance to avoid conflict. The school has adopted a Byzantine rolling bell schedule to keep from having all four grades in the hallways at once — a necessity since the middle school took on fifth-graders to relieve overcrowding at the elementary school in 2013.

"I love that you're on the right side, thank you very much," Beckmann-Bartlett said on a recent Wednesday afternoon during a sixth-grade class change, praising a gaggle of students for obeying the all-important rules of hallway traffic. This year, to relieve crowding at the middle school, two classes' worth of fifth-graders who were once zoned for Cane Bay were shunted off to Nexton Elementary. But even with that relief, the student population at Cane Bay Middle grew by 45, she said.

## The Volvo factor

Brantley Thomas, chief financial officer for BCSD, knew long before the big Volvo announcement that the district needed to plan for growth. In January 2015, the district spent \$16,500 to commission a growth impact study by the Strom Thurmond Institute. When it came to growth in the tri-county area, the writing was already on the walls.

“Charleston [County] can’t go anywhere because of the water. Dorchester I think has some restrictions on development permitting,” Thomas said. “So I knew they were coming to us ... and we have available land.”

Robert T. Carey, co-author of the Thurmond Institute report, said he had nearly completed his analysis when Volvo made its announcement in May. Then he had to dive back into the data.



**Enlarge** Erin Zubkoff runs dozens of 6th graders through exercises at Cane Bay Middle School Wednesday September 30, 2015. Berkeley County School District’s student population is growing more quickly than expected. Grace Beahm/Staff

Landing the Volvo deal was “the equivalent of striking oil for a regional economy,” Carey said, and it also radically changed his forecast for school demand. The Thurmond study originally called for seven or eight new schools by 2035. Plugging predicted hiring numbers and economic development figures for the Volvo plant into a predictive computer model, a conservative estimate now says the district will need to build 11 new elementary schools, seven new middle schools, and two new high schools by 2035 — and that’s on top of the schools already in the works.

Chief Administrative Officer Deon Jackson said he thinks many of the Volvo families moving to the county will buy houses in the up-and-coming megadevelopments at Cane Bay, Carnes Crossroads, Nexton, and Cainhoy Plantation. He said the example set by Cane Bay — a developer donating land for new schools, which in turn became an amenity for the neighborhood — could become a model for future school construction. “It fulfilled a mutual need,” Jackson said. “We needed land, and they needed an attraction.”

The Volvo plant, expected to produce its first car in 2018, will open in a sparsely populated western stretch of the county near Ridgeville. Some of the closest existing schools to the site are Nexton Elementary, the quickly growing Cane Bay schools, and Whitesville Elementary — currently the most overcrowded school in the county at 136 percent capacity.

Volvo’s arrival is likely to have an impact on Dorchester County schools as well. In Dorchester County School District 2, the new Sand Hill Elementary near Givhans, slated to open in fall 2016, will be one of the closest to Volvo.

Joe Pye, superintendent for Dorchester 2, said he recognizes that Volvo will change his district as well — just as the arrival of Boeing in North Charleston has in recent years. He said the

district recently commissioned a growth study like Berkeley County's, and he anticipates that the district will need to build a fourth high school before long.

"Parents are going to ask, 'What is your plan?'" Pye said. "We know that if we passed a referendum next year, it would be another two or three years before these schools open."

## The next bond fight

According to Jim Hayes, chairman of the Berkeley County School Board, the amount of work to be done by the district in the coming years is "almost overwhelming." The projections show the student population increasing by an average of about 1,000 every year for the next 20 years, and Thurmond report puts a total price tag on the new construction of between \$858 million and \$914 million. In 2035, the report estimates that the district could be paying as much as \$95.7 million per year just to service its debt from construction projects.

"When voters go to voting booths, they have to think of progressive people who are looking to the future, not saying, 'We can't increase taxes,'" Hayes said. "I'm a taxpayer, I hate to see my taxes go up, but I also want to see that these kids in our communities have a chance to have a good quality education."

The next time Berkeley County School District tries to issue a bond for school construction, it may be a hard pill for some voters to swallow. The last bond, which passed in 2012 and secured \$198 million for the current slate of construction and renovation projects, passed after some bitter debate over the merits of raising taxes. Later, the district's superintendent and communications director became the subject of an ethics investigation alleging that they coordinated during office hours with the campaign to pass the bond referendum. The communications director pleaded guilty to a misdemeanor charge in August.

But as hard as the pill might be to swallow, it might not even be sufficient. State law limits the kind of taxes a school district can levy, including a prohibition on taxing homeowner-occupied residential properties. While the state is required to reimburse districts for the missed revenues from a statewide sales-tax fund, district officials calculated that the state shorted the district about \$4.5 million in the 2014-2015 fiscal year alone.

Mac McQuillin, a school board member whose constituency includes the upcoming Phillip Simmons High School in Cainhoj near the southern end of the county, said one solution for funding the new schools could be "business-education partnerships." Businesses like BP, Nucor, and Stokes Honda have offered program funding and even volunteered to help train students in Berkeley County schools, he said, and the district could ask Volvo to contribute as well. He said it's in the best interest of all parties involved.

"These businesses want us to produce good students as much as we want to have space for the students," McQuillin said.

Brenda Blackburn, Berkeley County's incoming superintendent, will start in her official capacity on Nov. 1. With regards to school building projects, Blackburn said after a recent school board meeting that she is still in the "information-gathering state of mind."

Hayes said he has faith in Blackburn and hopes that she will reach out to other rapidly growing school districts in the state and see what they're planning to do.

"I think we can stay ahead of this thing," Hayes said. "If we don't, it's going to be nasty, and the worst part of it is that the kids are the people that are going to suffer."

**More people on the way**

Population has been trending upward in the tri-county area for years. Now, with the announcement of 4,000 new jobs at an upcoming Volvo manufacturing campus, Berkeley County is poised to be the epicenter of the next population boom — and the biggest school building project in its history.

Here are the population numbers for the three counties:

**Berkeley**

2000: 143,131

2005: 152,092

2010: 178,934

2014: 198,205

**Charleston**

2000: 311,047

2005: 337,584

2010: 351,235

2014: 381,015

Mevers Berkeley School of Excellence

Dorchester

2000: 96,697

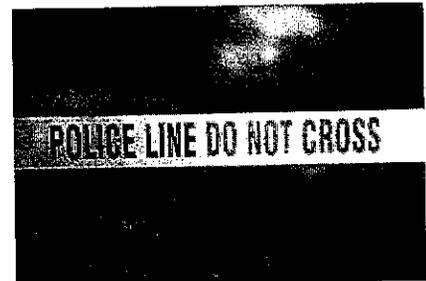
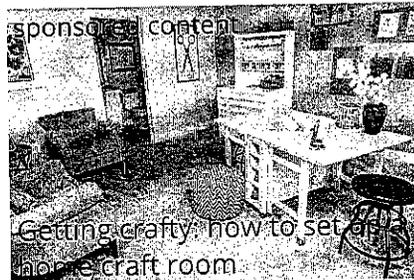
2005: 111,753

2010: 137,555

2014: 148,469

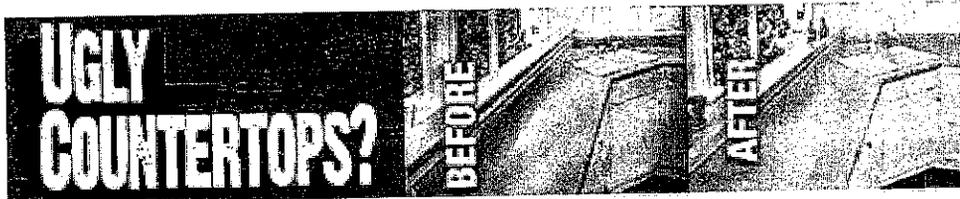
Source: U.S. Census Bureau

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Appendix F  
School Calendar  
and Daily Academic  
Schedule

Mevers Berkeley School of Excellence  
**2017/18 Draft Academic Calendar**

July 2017				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 2017				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17*	18*
21	22	23	24	25
28	29	30	31	

September 2017				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2017				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2017				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2017				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2018				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2018				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March 2018				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2018				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2018				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2018				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**Legend**

	First and Last Day of School		Holidays
	End of Quarter		Professional Development Day - No school for students
	Progress Reports		Vacation Days
	Report Cards		Staff Records Day
	Parent Curriculum Nights		Lottery Retention Meetings - No school for students
	Parent/Teacher Conferences		Inclement Weather Make up Days
	NTI	*	K- 2 Open House
	RTO	*	SC Summit

Sample Elementary Schedule	
Time	Subject
8:00 am – 8:40 am	Intervention/ Enrichment Block
8:40 am – 10:10 am	Integrated ELA
10:10 am – 11:10 am	Integrated ELA Including Social Studies and Science
11:10 am – 11:40 am	Lunch
11:40 am – 12:25 pm	Specials
12:25 pm – 12:55 pm	Guided PE
12:55 pm – 2:25 pm	Mathematics
2:25 pm – 3:00 pm	Science/Social Studies Experiential Block

Sample Middle School Schedule		
Period	Time	Subject
	8:00 am – 8:24 am	Learning Skills/Homeroom
1	8:26 am – 9:16 am	ELA-Integrated Reading/Writing
2	9:18 am – 10:08 am	ELA-Integrated Reading/Writing
3	10:10 am – 11:00 am	Math
4	11:02 am – 11:52 am	Elective/Intensive
5	11:54 am – 12:44 pm	Science
NA	12:46 pm – 1:16 pm	Lunch
6	1:18 pm – 2:08 pm	U.S. History
7	2:10 pm – 3:00 pm	Elective/Intensive
	3:00 pm	Dismissal Begins

Appendix H  
Supporting  
Documents for the  
Education Model



1<sup>st</sup> Grade Unit 1 Math

**Unit 1 - Sums and Differences to 10**

<b>Time Span:</b>	<b>30 days</b>
<b>Why Behind The What:</b>	Sums and Differences to 10 - In Grade 1, working with numbers to 10 continues to be a major stepping-stone in learning the place value system. Students will work to further understand the meaning of addition and subtraction that begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades. The students will be able to gain more strategies to add and subtract different equations.
<b>Capstone Project</b>	<p><b>Subtraction Bowling</b> - Make pins from 2 liter soda bottles. Students take turns bowling and writing the subtraction equation. 9 pins, 4 hit: <math>9 - 4 = 5</math> Give each bowler 2 turns. So the second turn would be 5 pins, 2 hit: <math>5 - 2 = 3</math> (or you could reverse the system and have them add to find the total pins toppled in two tries.) They will need to write down their problem and turn in their two problems.</p> <p><b>Giant Cards and Dice</b> - Make giant cards 1 – 12. Make giant dice. Have students lay cards in a row 1 – 12. First student rolls the dice --- rolls a 4 and a 2. That student can turn over any combination of cards that equals 6 (5 and 1, 3 and 2 and 1, 2 and 4.). The first student plays until they turn over all the large cards. The turn ends if they can not turn over cards to equal the rolled amount. The next student takes their turn. The winner is the student who can turn over all the cards during their turn. Students will make a chart for all answers of cards that they turn over.</p> <p><b>Edible Subtraction Stories</b> - Give kids 10 or 20 edible items that can be counted: Cheerios, grapes, m&amp;m's, etc. Make up a subtraction food story and have your child act it out. "Chris had 10 Cheerios. He ate 3 Cheerios. How many were left?" Have your child tell you the answer, then say or write the subtraction problem: "<math>10 - 3 = 7</math>". (My favorite subtraction story problems go like this: "Vanessa had 10 chocolate chips. She gave 5 to Miss Kelli. How many were left?") Students will write the subtraction problem down that the child acted out. Then have them write their own subtraction story and teach it to the class.</p>
<b>Evidence of Learning</b>	<p><b>Problem Solving</b> - Create a subtraction problem presented by the teacher using manipulative. (see sample lesson plan). The students can create their own word problem and solve using different strategies. The students will make a word problem with a missing addend. Another student will then need to show how they would find that answer to the problem.</p> <p><b>Journal Entry</b>- Students will solve word problems and explain their thinking in their math journals</p> <p><b>Exit Ticket</b>- On displaying a true and false math equation.</p> <p><b>Model</b>- The students will need to model a true and false problem to the class.</p>



1<sup>st</sup> Grade Unit 1 Math

Unit Essential Question	How can I use multiple strategies to add and subtract within 20 using real-life examples?		
Unpacked Standards	<p><b>SCCCR Alignment:</b></p> <p>1.ATO.6 Demonstrate a. addition and subtraction through 20 b. fluency with addition and related subtraction facts through 10</p> <p>1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.</p>	<p>1.OA.1- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>4 – I can construct a word problem to represent an addition and subtraction problem by using drawings and equations.</p> <p>*3 – I can solve word problems with addition and subtraction to 20 using different strategies including an equation.</p> <p>2 – I can read a word problem and construct a drawing to represent the numbers.</p> <p>1 – I can represent addition and subtraction equations with different strategies.</p>
	<p><b>SCCCR Alignment:</b></p> <p>1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.</p>	<p>1.OA.3- Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so 2</i></p>	<p>4 – I can state the properties of operations to addition and subtraction as I solve different problems.</p> <p>*3 – I can apply properties of operations to add and subtract. I can take the addends and add them anyway to get the answer. I can add two numbers to make a known addend then add the last addend to complete the equation.</p>



1<sup>st</sup> Grade Unit 1 Math

		$+ 6 + 4 = 2 + 10 = 12$ . ( <i>Associative property of addition.</i> )	<p>2 – I can demonstrate adding and subtracting</p> <p>1 – I can draw out an addition and subtraction problem.</p>
	<p><b>SCCCR Alignment:</b></p> <p>1.ATO.5 Recognize how counting relates to addition and subtraction.</p> <p>1.ATO.4 Understand subtraction as an unknown addend problem.</p>	<p>1.OA.4- Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p>	<p>4 – I can create subtraction problems and</p> <p>*3 – I can understand subtraction as an unknown-addend.</p> <p>2 – I can understand subtraction.</p> <p>1 – I can subtract to 10.</p>
	<p><b>SCCCR Alignment:</b></p> <p>1.ATO.5 Recognize how counting relates to addition and subtraction.</p>	<p>1.OA.5- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p>4 – I can relate counting to addition and subtraction by making a word problem with numbers.</p> <p>*3 – I can relate counting to addition and subtraction.</p> <p>2 – I can understand counting and addition/subtraction.</p> <p>1 – I can skip count.</p>



1<sup>st</sup> Grade Unit 1 Math

	<p><b>SCCCR Alignment:</b></p> <p>1.ATO.6 Demonstrate b. fluency with addition and related subtraction facts through 10.</p>	<p>1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p>4 – I can demonstrate solving math problems with multiple strategies and explain how I used each.</p> <p>*3 – I can utilize addition and subtraction strategies to get numbers within 20. I can count on making ten. I can decompose a number leading to a ten. I can use the relationship between addition and subtraction to answer the problem. I can create equivalent but easier or know sums to find the answer to the math problem.</p> <p>2 – I can solve addition and subtraction problems using limited strategies.</p> <p>1 – I can solve addition and subtraction problems to 10.</p>
	<p><b>SCCCR Alignment:</b></p> <p>1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.</p>	<p>1.OA.7- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i></p>	<p>4 – I can construct different addition and subtraction equations and determine if they equal each other.</p> <p>*3 – I can determine if an addition or subtraction sentence is true or false by knowing the meaning of the equal sign and solving the problem.</p> <p>2 – I can solve an addition and subtraction problems to equal a whole number. 1 – I can add and subtract problems to find the sum or difference.</p>
	<p><b>SCCCR Alignment:</b></p>	<p>1.OA.8- Determine the unknown whole number in an addition or</p>	<p>4 – I can create my own equation with an unknown whole number and solve the equation.</p>



1<sup>st</sup> Grade Unit 1 Math

	<p>1.ATO.8 Determine the missing number in addition and subtraction equations within 20.</p>	<p>subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = ? - 3</math>, <math>6 + 6 = ?</math>.</i></p>	<p>*3 – I can determine the whole number in an addition or subtraction equation with three numbers.</p> <p>2 – I can make addition and subtraction problems.</p> <p>1 – I can fluently add or subtract within 10.</p>
	<p><b>SCCCR Alignment:</b></p> <p><b>Make sense of problems and persevere in solving them.</b></p> <p>a. Relate a problem to prior knowledge.</p> <p>b. Recognize there may be multiple entry points to a problem and more than one path to a solution.</p> <p>c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.</p> <p>d. Evaluate the success of an approach to solve a problem and refine it if necessary.</p>	<p><b>MP.1</b></p>	<p><b>Make sense of problems and persevere in solving them.</b> Proficient students interpret and make meaning of the problem looking for starting points. They analyze what is given to find the meaning of the problem. They plan a solution pathway instead of jumping to a solution. In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures (representations) to help them conceptualize and solve problems. They may check their thinking by asking themselves, –Does this make sense? They are willing to try other approaches.</p>
	<p><b>SCCCR Alignment:</b></p> <p><b>Reason both contextually and abstractly.</b></p>	<p><b>MP.2</b></p>	<p><b>Reason abstractly and quantitatively.</b> Mathematically proficient students make sense of quantities and their relationships. They are able to decontextualize (represent a situation</p>



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	<p>a. Make sense of quantities and their relationships in mathematical and real-world situations.</p> <p>b. Describe a given situation using multiple mathematical representations.</p> <p>c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.</p> <p>d. Connect the meaning of mathematical operations to the context of a given situation.</p>		<p>symbolically and manipulate the symbols) and contextualize (make meaning of the symbols in a problem) quantitative relationships. Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities, not just how to compute them.</p>
	<p><b>SCCCR Alignment:</b></p> <p><b>Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.</b></p> <p>a. Construct and justify a solution to a problem.</p> <p>b. Compare and discuss the validity of various reasoning strategies.</p> <p>c. Make conjectures and explore their validity.</p> <p>d. Reflect on and provide</p>	<p><b>MP.3</b></p>	<p><b>Construct viable arguments and critique the reasoning of others.</b> Mathematically proficient students analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. First graders construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills and justify their reasoning as they participate in mathematical discussions involving questions like –How did you get that?   –Explain your thinking,   and –Why is that true?   They not only explain their own thinking, but listen to</p>



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	<p>thoughtful responses to the reasoning of others.</p>		<p>others' explanations. They decide if the explanations make sense and ask questions.</p>
	<p><b>SCCCR Alignment:</b></p> <p><b>Connect mathematical ideas and real-world situations through modeling.</b></p> <p>a. Identify relevant quantities and develop a model to describe their relationships.</p> <p>b. Interpret mathematical models in the context of the situation.</p> <p>c. Make assumptions and estimates to simplify complicated situations.</p> <p>d. Evaluate the reasonableness of a model and refine if necessary.</p>	<p><b>MP.4</b></p>	<p><b>Model with Mathematics.</b> Mathematically proficient students understand that models are a way to reason quantitatively and abstractly (able to decontextualize and contextualize). In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. They may reflect on whether their answer make sense, possibly improving or revising the model. They ask themselves, –How can I represent this mathematically?</p>
	<p><b>SCCCR Alignment:</b></p> <p><b>Use a variety of mathematical tools effectively and strategically.</b></p> <p>a. Select and use appropriate tools when solving a mathematical problem.</p>	<p><b>MP.5</b></p>	<p><b>Use appropriate tools strategically.</b> Mathematically proficient students use available tools recognizing the strengths and limitations of each. In first grade, students begin to consider the available tools (including estimation to detect possible errors) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders decide it might be best to use colored chips to solve an addition problem.</p>



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	<p>b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.</p>		
	<p><b>SCCCR Alignment:</b></p> <p><b>Communicate mathematically and approach mathematical situations with precision.</b></p> <p>a. Express numerical answers with the degree of precision appropriate for the context of a situation.</p> <p>b. Represent numbers in an appropriate form according to the context of the situation.</p> <p>c. Use appropriate and precise mathematical language.</p> <p>d. Use appropriate units, scales, and labels.</p>	<p><b>MP.6</b></p>	<p><b>Attend to precision.</b> Students accurately measure by laying physical units end-to-end with no gaps and when using a measurement tool. They correctly align the zero-point on a ruler as the beginning of the total length. They attend to precision when they verbally and in writing specify the length unit, when they use a ruler to measure or draw a straight line of a given length, and when they verify estimations by measuring.</p>
	<p><b>SCCCR Alignment:</b></p> <p><b>Identify and utilize structure and patterns.</b></p> <p>a. Recognize complex mathematical objects as being composed of more than one simple object.</p> <p>b. Recognize mathematical</p>	<p><b>MP.7</b></p>	<p><b>Look for and make use of structure. (Deductive Reasoning)</b> Mathematically proficient students apply general mathematical rules to specific situations. They look for the overall structure and patterns in mathematics. First graders begin to discern a pattern or structure. For instance, if students recognize <math>12 + 3 = 15</math>, then they also know <math>3 + 12 = 15</math>. (Commutative property of addition.) To add <math>4 +</math></p>



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	<p>repetition in order to make generalizations. c. Look for structures to interpret meaning and develop solution strategies.</p>		<p><math>6 + 4</math>, the first two numbers can be added to make a ten, so <math>4 + 6 + 4 = 10 + 4 = 14</math>.</p>
	<p>N/A</p>	<p><b>MP.8</b></p>	<p><b>Look for and express regularity in repeated reasoning. (Inductive Reasoning)</b>                  Mathematically proficient students see repeated calculations and look for generalizations and shortcuts. In the early grades, students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract –ten   and multiples of –ten   they notice the pattern and gain a better understanding of place value. Students continually check their work by asking themselves, –Does this make sense?</p>
<p><b>Unit Essential Vocabulary</b></p>	<p>equal sign, addition, subtraction, equation, whole number, relating, true, false, equivalent, sums, comparing, word problems, addend, decompose, fact families</p>		
<p><b>Resources</b></p>	<p>Safari Montage: Chapter 4: Counting by 2s (2 min 18 sec)                  Envision Topics 1 and 2                  Mathletics:                  Commutative Properties of Addition guide                  Missing Numbers                  Addition Properties</p>		



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**Suggested Unit Clusters**

Cluster Segments	Cluster 1	Cluster 2	Cluster 3	Cluster 4
<b>Standards</b>	<b>1.OA.1, 1.OA.8</b>	<b>1.OA.5, 1.OA.6, 1.OA.4, 1.OA.1</b>	<b>1.OA.7, 1.OA.3, 1.OA.1</b>	<b>N/A</b>
<b>SCCCR Alignment</b>	<b>1.ATO.6, 1.ATO.1 1.ATO.8</b>	<b>1.ATO.5, 1.ATO.4, 1.ATO.6, 1.ATO.1</b>	<b>1.ATO.7, 1.ATO.3, 1.ATO.4</b>	<b>N/A</b>
<b>Time Frame</b>	<b>10 days</b>	<b>10 days</b>	<b>10 days</b>	<b>N/A</b>
<b>Performance Tasks</b>	Using a word problem and making an equation from the numbers in it. The students will have to also draw a picture to go with their equation.	Practice subtracting math problems with addends missing. Solve word problems with addition and subtraction. Practice adding two each time you get an answer to the equation.	Play a true and false game with students. Give them equations and have them solve both sides to see if they are true or false. Have a discussion on what the word equals means.	<b>N/A</b>
<b>Evidence of Learning</b>	<b>Journal entry-</b> to solve a word problem. The students can create their own word problem and solve using different strategies. The students will make a word problem with a missing addend. Another student will then need to show how they would find that answer to the problem.	Each student is given a set of equations. They are asked to solve them in different ways. The students need to show their work on each math problem on a whiteboard The students will be given a math problem in addition. They will create a house to and create the rest of the fact family to show how addition is related to subtraction. The students will make a caterpillar by adding 2 each time to get the answer. This is to demonstrate that students can add by counting on.	<b>Exit ticket-</b> on displaying a true and false math equation. The students will need to model a true and false problem to the class.	<b>N/A</b>



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<p><b>Guiding Questions</b></p>	<p>Can you explain the strategy used in solving the addition and subtraction problem?</p> <p>Can you develop a new word problem with the same numbers?</p> <p>How could I draw a picture to represent the problem?</p>	<p>Can you explain in your own words why counting to add or subtract helps you solve a problem?</p> <p>How could you design a subtraction problem that has a missing addend, and explain to the class how to find the addend using a known strategy?</p>	<p>How would you explain to the class that this equation is true?</p> <p>Why would we need to learn different strategies to solve a problem?</p>	<p><b>N/A</b></p>
<p><b>Vocabulary</b></p>	<p>Addition, subtraction, word problem, equation, symbol, relating</p>	<p>Decompose, fact families, subtraction, addition, relating, equation, word problem</p>	<p>fact families, word problems, equation, equivalent, true, false, properties, strategy, equal sign</p>	<p><b>N/A</b></p>
<p><b>Resources</b></p>	<p>Topic 1 - Envision Interactive story Mathletics- Teacher book Operations with numbers. Mathletics- demonstrations for operations.</p>	<p>Topic 1 -Envision Mathletics- subtraction from the ebook.</p>	<p>Envision- Topic 1 and 7 Mathletics- ebook on operations with numbers.</p>	<p><b>N/A</b></p>
<p><b>Culturally Relevant Resources</b></p>				

\*Critical elements/objective must demonstrate



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**Unit #1 - Understanding Your Value in The Community**

<b>Time Span:</b>	<b>20 Days</b>
<b>Why Behind The What:</b>	<p>The impact of questions and questioning of one’s own perspective to become a more diverse individual in all settings such as the classroom, school, and community. The student will learn to understand the importance of different and varying perspectives along with the influence of bias and subjectivity on decisions and the decision making process. Students will be faced with questions that allow them to think about the transference of knowledge into their lives as well as beginning to question materials that they come into contact with inside and outside of the school setting. Questions to consider may include:</p> <ul style="list-style-type: none"> <li>• Did I do or say anything “irrational” to get my way?</li> <li>• Did I try to impose my will upon others?</li> <li>• After self-reflection, did I handle the situation in an appropriate manner?</li> </ul>
<b>Capstone Project</b>	<p><b>Inquiry based:</b> Student will research and determine a need within their school or community that will have a meaningful impact on their community.</p>
<b>Evidence of Learning</b>	<p><b>Venn Diagram/thinking map</b> - comparing two or more characters in the story and explain how their actions contribute to the sequence of events. Identify and explain two or more events or concepts in a text.</p> <p><b>Turn and talk</b> - Students ask and answer questions from text explicitly referring to the text to form their answers. Model and practice accountable turn and talks focused on explicitly referencing the text.</p> <p><b>Graphic organizer</b> - Identity figurative language across texts and how the author uses it. (Focus on literal and non-literal language). Compare and contrast different figurative language techniques through graphic organizers or nonlinguistic representations.</p> <p><b>Foldable</b> - Use Marzano’s 6 Steps of Vocabulary</p> <p><b>Journal</b> - Plan an effective informative/explanatory prewriting activity. Accurately respond to text dependent questions through Cloze Reading Strategies.</p> <p><b>Presentation</b> - Orally present their writing activity using proper grammar and command of language.</p> <p><b>Discussion</b> - Students will be able to differentiate two or more story elements in fiction and nonfiction texts through</p>



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	close reading strategies.		
<b>Unit Essential Question</b>	How can I use and identify elements of fiction and nonfiction to create and support an original analysis of a grade-level text?		
<b>Unpacked Standards</b>	<p><b>SCCCR Alignment:</b></p> <p>RL.3.5.1</p> <p>Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p>	<p>CC.3.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>4 - I can ask and answer (who, what, when, why, where, and how) questions to understand above grade-level text. I can refer explicitly to an above grade-level text to answer questions. I can formulate questions to demonstrate understanding in an above grade-level text.</p> <p>*3 - I can ask and answer (who, what, when, why, where, and how) questions to understand an on grade-level text. I can refer explicitly to an on grade-level text to answer questions. I can formulate questions to demonstrate understanding in an on grade-level text.</p> <p>2 - I can ask and answer (who, what, when, why, where, and how) questions to understand an on grade-level text with scaffolding. I can refer explicitly to an on grade-level text to answer questions with scaffolding. I can formulate questions to demonstrate understanding in an on grade-level text with scaffolding.</p> <p>1 - I can identify key details in a below grade-level text. I can describe key details in a below grade-level text using who, what, where, when, why and how. I can determine the answers in a below grade-level text using who, what, where, when, why, and how.</p>
	<p>RL.3.8.1.a</p> <p>Use text evidence to: a. describe characters' traits,</p>	<p>CC.3.RL.3.3</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and</p>	<p>4 - I can describe a character's feelings/emotions in an above grade-level story. I can describe a character's traits/motivation in an above grade-level story. I can retell the sequence of events using time order words in an above</p>



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	<p>motivations, and feelings and explain how their actions contribute to the development of the plot.</p>	<p>explain how their actions contribute to the sequence of events.</p>	<p>grade-level story.                  I can analyze a character’s feelings and/or emotions in an above grade-level story.                  I can interpret how a character’s traits, motivations, and feelings lead to actions in an above grade-level story.                  I can explain how a character’s actions contribute to the event sequence in an above grade-level story.</p> <p>*3 - I can describe the characters in a story and explain how the actions of characters in a story contribute to the story’s sequence of events.                  I can describe a character’s feelings/emotions in an on grade-level story.                  I can describe a character’s traits/motivation in an on grade-level story.                  I can retell the sequence of events using time order words in an on grade-level story.                  I can analyze a character’s feelings and/or emotions in an on grade-level story.                  I can interpret how a character’s traits, motivations, and feelings lead to actions in an on grade-level story.                  I can explain how a character’s actions contribute to the event sequence in an on grade-level story.</p> <p>2 - I can identify character traits of characters in fiction texts and describe sequences of events in a story.                  I can describe a character’s feelings/emotions in an on grade-level story with scaffolding.                  I can describe a character’s traits/motivation in an on grade-level story with scaffolding                  I can retell the sequence of events using time order words in an on grade-level story with scaffolding.                  I can analyze a character’s feelings and/or emotions in an on grade-level story with scaffolding.                  I can interpret how a character’s traits, motivations, and feelings lead to</p>
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			<p>actions in an on grade-level story with scaffolding. I can explain how a character’s actions contribute to the event sequence in an on grade-level story with scaffolding.</p> <p>1 - I can identify major events and/or challenges in a below grade-level story. I can describe how characters respond to major events and challenges in a below grade-level story.</p>
	<p><b>SCCCR Alignment:</b> RL.3.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p>	<p>CC.3.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language</p>	<p>4 - I can use literal and non-literal words to determine the meaning of above grade-level text.</p> <p>*3 - I can determine the meaning of literal to nonliteral words and phrases language in an on grade-level text. I can identify literal and nonliteral words and phrases in an on grade-level text. I can distinguish literal from non-literal language in an on grade-level text.</p> <p>2 - I can determine the meaning of literal to nonliteral words and phrases language in an on grade-level text with scaffolding. I can identify literal and nonliteral words and phrases in an on grade-level text with scaffolding. I can distinguish literal from non-literal language in an on grade-level text with scaffolding.</p> <p>1 - I can identify alliteration and other types of figurative language. I can recognize regular beats and repeated lines in a story, poem, or song. I can recognize rhythm within a story, poem, or song.</p>
	<p><b>SCCCR Alignment:</b> RI.3.5.1 Ask and</p>	<p>CC.3.RI.3.1 Ask and answer questions to demonstrate</p>	<p>4 - I can ask and answer questions to understand an above grade-level text. I can refer explicitly to the above grade-level text to answer questions.</p>



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	<p>answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p>	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>I can formulate questions to demonstrate understanding of an above grade-level text.</p> <p>*3 - I can ask and answer questions to understand an on grade-level text. I can refer explicitly to the on grade-level text to answer questions. I can formulate questions to demonstrate understanding of an on grade-level text.</p> <p>2 - I can ask and answer questions to understand an on grade-level text with scaffolding. I can refer explicitly to the on grade-level text to answer questions with scaffolding. I can formulate questions to demonstrate understanding of an on grade-level text with scaffolding.</p> <p>1 - I can identify key details in an informational text. I can describe key details in an informational text using the questions who, what, where, when, why, and how. I can identify key details in an informational text. I can describe key details in an informational text using the questions who, what, where, when, why, and how.</p>
<p>N/A</p>	<p><b>SCCCR Alignment:</b></p>	<p>CC.3.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to</p>	<p>4 - I can identify events, procedures, ideas, and concepts in an above grade-level nonfiction text. I can explain why the events, procedures, ideas, and concepts in an above grade-level nonfiction text occurred. I can recall specific information to support explanation in an above grade-level nonfiction text.</p> <p>*3 - I can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and events.</p>



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		<p>time, sequence, and events</p>	<p>I can define and use terms pertaining to sequence in an on grade-level nonfiction text.                      I can define and use terms pertaining to relationships in an on grade-level nonfiction text.                      I can define and use terms pertaining to cause and effect in an on grade-level nonfiction text.                      I can identify relationships within an on grade-level nonfiction text.                      I can describe the relationship that occurs between historical events in an on grade-level nonfiction text.                      I can describe the relationship that occurs between scientific ideas or concepts in an on grade-level nonfiction text.                      I can describe the relationship that occurs between the steps from a procedure in an on grade-level nonfiction text.                      I can describe the sequence of events using language pertaining to time in an on grade-level nonfiction text.                      I can describe the sequence of events using language pertaining to sequence in an on grade-level nonfiction text.                      I can describe the sequence of events using language pertaining to cause and effect in an on grade-level nonfiction text.</p> <p>2 - I can identify and define terms pertaining to time in grade-level nonfiction texts.                      I can identify relationships within grade-level nonfiction texts.</p> <p>1 - I can identify the historical events that occurred in a below grade-level nonfiction text.</p>
	<p><b>SCCCR Alignment:</b>                      RI.3.9.1 Use paragraph-level context to determine the</p>	<p>CC.3. RI.3.4                      Determine the meaning of general academic and domain-specific words and phrases</p>	<p>4 - I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject.</p> <p>*3 - I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or</p>



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	<p>meaning of words and phrases.</p> <p>RI.3.9.2 Determine the meaning of a word when an affix is added to a base word. 9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>	<p>in a text relevant to a grade 3 topic or subject area.</p>	<p>subject.</p> <p>2 - I can define the words and/or phrases to verify the meaning in a grade-level text with scaffolding.</p> <p>1 - I can define the words and/or phrases to verify the meaning in a text below grade-level.</p>
	<p><b>SCCCR Alignment:</b></p> <p>W.3.2.1.a Write informative/explanatory texts that: introduce a topic and group related information together</p>	<p>CC.3.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>4 - I can clearly introduce a topic beyond 3<sup>rd</sup> grade-level in my informative/explanatory writing.</p> <p>I can develop a topic that groups related information together and develop illustrations that will help with comprehension.</p> <p>I can develop a topic with facts, definitions, and details and develop linking words and phrases to connect ideas within categories of information.</p> <p>I can develop a concluding statement or section.</p> <p>I can write informative/explanatory texts that include a topic that groups related information and include illustrations to aid comprehension.</p> <p>I can write informative/explanatory texts that include a developed topic with facts, definitions, and details.</p> <p>I can write informative/explanatory texts to examine a topic, convey ideas, and convey information clearly.</p> <p>I can write informative/explanatory texts that include linking words</p>



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			<p>and phrases to connect ideas within categories and include a concluding statement.</p> <p>*3 - I can convey ideas and information clearly when writing informative/explanatory in original works. I can develop a topic that groups related information together and develop illustrations that will help with comprehension. I can develop a topic with facts, definitions, and details and develop linking words and phrases to connect ideas within categories of information. I can develop a concluding statement or section. I can write informative/explanatory texts that include a topic that groups related information and include illustrations to aid comprehension. I can write informative/explanatory texts that include a developed topic with facts, definitions, and details. I can write informative/explanatory texts to examine a topic, convey ideas, and convey information clearly. I can write informative/explanatory texts that include linking words and phrases to connect ideas within categories and include a concluding statement.</p> <p>2 - I can clearly introduce a topic at 3<sup>rd</sup> grade-level in my informative/explanatory writing. I can develop a topic that groups related information together and develop illustrations that will help with comprehension. I can develop a topic with facts, definitions, and details and develop linking words and phrases to connect ideas within categories of information. I can develop a concluding statement or section. I can write informative/explanatory texts that include a topic that groups related information and include illustrations to aid</p>
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			<p>comprehension.</p> <p>I can write informative/explanatory texts that include a developed topic with facts, definitions, and details.</p> <p>I can write informative/explanatory texts to examine a topic, convey ideas, and convey information clearly.</p> <p>I can write informative/explanatory texts that include linking words and phrases to connect ideas within categories and include a concluding statement.</p> <p>1 - I can identify topic, facts, definitions, and details.</p> <p>I can identify linking words and phrases to connect ideas within categories of information.</p> <p>I can identify concluding statements or sections.</p>
	<p><b>SCCCR Alignment:</b></p> <p>W.3.1.1.a Write opinion pieces that introduce the topic or text, state an opinion, and create an organizational structure that includes reasons.</p> <p>W.3.1.1.c. Organize supporting reasons logically.</p> <p>W.3.1.1.e. Develop and strengthen writing as needed by planning,</p>	<p>CC.3.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>4 - I can produce a writing piece with clear, cohesive idea development and organization, appropriate to the determined task, purpose, and audience.</p> <p>I can analyze the reason for writing to decide on task, purpose, or audience.</p> <p>I can determine suitable idea development strategies.</p> <p>I can determine suitable organization appropriate to the task, purpose, or audience.</p> <p>*3 - I can write a piece with idea development appropriate to task and purpose with guidance and support from adults on grade-level.</p> <p>I can write a piece with organization appropriate to task and purpose with guidance and support from adults on grade-level.</p> <p>I can analyze the reason for writing to decide the task with guidance and support from adults on grade-level.</p> <p>I can analyze the reason for writing to decide the purpose with guidance and support from adults on grade-level.</p> <p>I can determine suitable idea development strategies with guidance and support from adults on grade-level.</p>



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	<p>revising, and editing building on personal ideas and the ideas of others.</p> <p>W.3. 2.1.a Write informative/explanatory texts that introduce a topic and group related information together.</p> <p>W.3. 2.1.d. Develop the topic with facts, definitions, and details.</p> <p>W.3. 2.1.e. Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.</p>		<p>I can determine suitable organization with guidance and support from adults on grade-level.</p> <p>2 - I can identify idea development and supporting details within a grade-level text. I can write a piece with organization appropriate to task and purpose with guidance and support.</p> <p>I can identify the reason for writing to decide the task with guidance and support.</p> <p>I can identify the reason for writing to decide the purpose with guidance and support.</p> <p>I can determine suitable idea development strategies with guidance and support.</p> <p>I can determine suitable organization with guidance and support.</p> <p>1 - I can identify idea development and supporting details within below grade-level text.</p> <p>I can write a piece with organization appropriate to task and purpose with guidance and support within below grade-level text.</p> <p>I can identify the reason for writing to decide the task with guidance and support within below grade-level text.</p> <p>I can identify the reason for writing to decide the purpose with guidance and support within below grade-level text.</p> <p>I can determine suitable idea development strategies with guidance and support within below grade-level text.</p> <p>I can determine suitable organization with guidance and support within below grade-level text.</p>
	<p><b>SCCCR Alignment:</b></p> <p>W.3. 2.1.e; W.3.1.1.e Develop and strengthen writing</p>	<p>CC.3.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed</p>	<p>4 - I can apply this concept in different contexts by using the planning, revising, editing process to a real world situation or problem.</p> <p>*3 - I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with guidance and support from peers and adults.</p>



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	<p>as needed by planning, revising, and editing building on personal ideas and the ideas of others.</p>	<p>by planning, revising, and editing.</p>	<p>2 - I can identify ways that planning, revising, editing, rewriting, or trying a new approach helps to strengthen and develop my writing skills.</p> <p>1 - I recall that writing is a process and that there are ways to strengthen my writing.</p>
	<p><b>SCCCR Alignment:</b> RL.3.3.6; RI.3.3.6 Read grade-appropriate irregularly spelled words.</p>	<p>CC.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p>	<p>4 - I can recall above grade-level phonics in decoding words both in isolation and in a text. I can apply above grade-level phonics in decoding words both in isolation and in a text. I can recall below grade-level word analysis in decoding words both in isolation and in a text. I can apply above grade-level analysis in decoding words both in isolation and in a text.</p> <p>*3 - I identify and apply grade-level phonics and word analysis skills in decoding both in isolation and text. I can apply on grade-level phonics in decoding words both in isolation and in a text. I can recall on grade-level word analysis in decoding words both in isolation and in a text. I can apply on grade-level analysis in decoding words both in isolation and in a text.</p> <p>2 - I can recall grade-level phonics and can decode words in isolation in a text.</p> <p>1 - I can recall below grade-level phonics in decoding words both in isolation and in a text. I can recall below grade-level word analysis in decoding words both in isolation and in a text.</p>



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	<p><b>SCCCR Alignment:</b></p> <p>RL.3.3.1; RI.3.3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>CC.3.RF.3.3a Identify and know the meaning of the common prefixes and derivational suffixes.</p>	<p>4 - I can combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context.</p> <p>*3 - I can identify and determine the meaning of the common prefixes and derivational suffixes.</p> <p>2 - I can identify the meaning of common prefixes. I can identify the meaning of common suffixes.</p> <p>1 - I can identify long vowels when reading regular spelled one-syllable words. I can identify short vowels when reading regular spelled one-syllable words.</p>
	<p><b>SCCCR Alignment:</b></p> <p>RL.3.4.2; RI.3.4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>	<p>CC.3.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>4 - I can read with sufficient accuracy and fluency to support comprehension in an above grade-level text.</p> <p>*3 - I can read with sufficient accuracy and fluency to support comprehension in a grade-level text.</p> <p>2 - I can read with sufficient accuracy and fluency to support comprehension in an on grade-level text with guidance and support.</p> <p>1 - I can read with sufficient accuracy and fluency to support comprehension in a below grade-level text.</p>
	<p><b>SCCCR Alignment:</b></p> <p>RL.3.13.1; RI.3.12.1 Engage in whole and small group reading with purpose and understanding</p>	<p>CC.3.RF.3.4a Read grade-level text with a purpose and understanding.</p>	<p>4 - I can identify the purpose and demonstrate understanding of an above grade-level text.</p> <p>*3 - I can read grade-level text with a purpose and understanding of an on grade-level text.</p> <p>2 - I can read grade-level text with a purpose and understanding of an on grade-level text with scaffolding.</p>



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	<p>RL.3.13.3; RI.3.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>		<p>1 - I can identify the purpose and demonstrate understanding of a below grade-level text.</p>
	<p><b>SCCCR Alignment:</b>  RI.3. 9.1 Use paragraph-level context to determine the meaning of words and phrases.</p>	<p>CC.3.RF.3.4c Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	<p>4 - I can identify rereading as a strategy when confirming or self-correcting words in an above grade-level text. I can explain how context can help to confirm or self-correct word recognition in an above grade-level text.</p> <p>*3 - I can use context to confirm or self-correct word recognition and understanding, re-reading as necessary in an on grade-level text.</p> <p>2 - I can identify rereading as a strategy when confirming or self-correcting words in an on grade-level text with scaffolding. I can explain how context can help to confirm or self-correct word recognition in an on grade-level text with scaffolding.</p> <p>1 - I can identify rereading as a strategy when confirming or self-correcting words in a below grade-level text. I can explain how context can help to confirm or self-correct word recognition in a below grade-level text.</p>
	<p><b>SCCCR Alignment:</b>  W.3.4.1.a When writing show knowledge of the function of nouns, pronouns, verbs,</p>	<p>CC.3.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<p>4 - I can evaluate conventions of standard English grammar from outside sources above grade-level. I can evaluate/analyze different conventions and their functions within sentences above grade-level.</p> <p>*3 - I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>



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	<p>adjectives, and adverbs.</p> <p>W.3.4.1.h Use coordinating and subordinating conjunctions; and produce simple, compound, and complex sentences.</p>	<p>speaking.</p> <p>CC.3.L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>CC.3.L.3.1.i Produce simple, compound, and complex sentences.</p>	<p>I can explain the function of nouns in a general and in particular sentences on grade-level.</p> <p>I can explain the function of pronouns in a general and in particular sentences on grade-level.</p> <p>I can explain the function of verbs in a general and in particular sentences on grade-level.</p> <p>I can explain the function of adjectives in a general and in particular sentences on grade-level.</p> <p>I can explain the function of adverbs in a general and in particular sentences on grade-level.</p> <p>I can recognize and produce on grade-level simple, compound, and complex sentences.</p> <p>2 - I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>I can identify nouns, pronouns, verbs, adjectives, and adverbs in sentences.</p> <p>I can recognize simple, compound, and complex sentences.</p> <p>1 - I can identify nouns in a general and in particular sentences below grade-level.</p> <p>I can identify pronouns in a general and in particular sentences below grade-level.</p> <p>I can identify verbs in a general and in particular sentences below grade-level.</p> <p>I can identify adjective in a general and in particular sentences below grade-level.</p> <p>I can identify adverbs in a general and in particular sentences below grade-level.</p> <p>I can identify and differentiate complex, simple, and compound sentences.</p>
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<p><b>Unit Essential Vocabulary</b></p>	<p>determine, phrases, non-literal, literal, context clues, distinguish, relationship, events, concepts, technical, procedure, scientific, historical, sequence, cause/effect, decode, suffixes, prefixes, multi-syllable, irregular, Latin, analyze, selection, strategies, paragraph, fluently, expression, skimming, scanning, organize, purpose, audience, chronological order, sequential order, develop, persuade, entertain, inform, plan, organize, editing, revising, proofreading, simple, compound, complex, topic, inform, explain, topic sentences, examples, definitions, details, quotations, root words, glossary, dictionary, multiple meanings, figurative language, Greek, demonstrate, text, decode, multi-syllable, understanding, explicit, interpretation of characters, character trait, motivation, emotion, contribute, sequence of events, problem, resolution</p>
<p><b>Resources</b></p>	<p>RF.3.3  <a href="http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_media.aspx">http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_media.aspx</a>  <a href="http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_strategies.aspx">http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_strategies.aspx</a>  <a href="http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_activities.aspx">http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_activities.aspx</a></p> <p>RF. 3.4  <a href="http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_media.aspx">http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_media.aspx</a>  <a href="http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_strategies.aspx">http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_strategies.aspx</a>  <a href="http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_activities.aspx">http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf33/rf33_activities.aspx</a></p> <p>RL. 3.1  <a href="http://www.myclassroomideas.com/close-reading-anchor-chart/">http://www.myclassroomideas.com/close-reading-anchor-chart/</a>  <a href="http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl31/rl31_media.aspx">http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl31/rl31_media.aspx</a>  <a href="http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl31/rl31_strategies.aspx">http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl31/rl31_strategies.aspx</a>  <a href="http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl31/rl31_activities.aspx">http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl31/rl31_activities.aspx</a></p> <p>RL. 3.3  <a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a></p>



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<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf>

[http://www.teacherprintables.net/downloads/graphic\\_organizers/Character\\_Grid.pdf](http://www.teacherprintables.net/downloads/graphic_organizers/Character_Grid.pdf) (carácter grid chart)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_literature/rl33/rl33\\_media.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl33/rl33_media.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_literature/rl33/rl33\\_strategies.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl33/rl33_strategies.aspx)

[x](#)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_literature/rl33/rl33\\_activities.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl33/rl33_activities.aspx)

RL.3.4

[http://www.edhelper.com/figurative\\_language.htm](http://www.edhelper.com/figurative_language.htm) (figurative language resources)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_literature/rl34/rl34\\_media.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl34/rl34_media.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_literature/rl34/rl34\\_strategies.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl34/rl34_strategies.aspx)

[x](#)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_literature/rl34/rl34\\_activities.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_literature/rl34/rl34_activities.aspx)

RI. 3.1

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_informational\\_text/ri31/ri31media.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_informational_text/ri31/ri31media.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_informational\\_text/ri31/ri31strategies.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_informational_text/ri31/ri31strategies.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_informational\\_text/ri31/ri31activitiesandcenters.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_informational_text/ri31/ri31activitiesandcenters.aspx)

RI. 3.3

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_informational\\_text/ri33/ri33media.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_informational_text/ri33/ri33media.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_informational\\_text/ri33/ri33strategies.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_informational_text/ri33/ri33strategies.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_informational\\_text/ri33/ri33activitiesandcenters.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_informational_text/ri33/ri33activitiesandcenters.aspx)

RI.3.4

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_informational\\_text/ri34/ri34media.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_informational_text/ri34/ri34media.aspx)



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[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_informational\\_text/ri34/ri34strategies.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_informational_text/ri34/ri34strategies.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/reading\\_informational\\_text/ri34/ri34activitiesandcenters.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_informational_text/ri34/ri34activitiesandcenters.aspx)

W.3.2

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/writing/w32/w32\\_media.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w32/w32_media.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/writing/w32/w32\\_strategies.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w32/w32_strategies.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/writing/w32/w32\\_activitiesandcenters.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w32/w32_activitiesandcenters.aspx)

W.3.4

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/writing/w34/w34\\_media.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w34/w34_media.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/writing/w34/w34\\_strategies.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w34/w34_strategies.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/writing/w34/w34\\_activitiesandcenters.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w34/w34_activitiesandcenters.aspx)

W.3.5

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/writing/w35/w35\\_media.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w35/w35_media.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/writing/w35/w35\\_strategies.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w35/w35_strategies.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/writing/w35/w35\\_activitiesandcenters.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w35/w35_activitiesandcenters.aspx)

L.3.1

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/language/l31/l31\\_media.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/l31/l31_media.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/language/l31/l31\\_strategies.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/l31/l31_strategies.aspx)

[http://www.readtennessee.org/teachers/common\\_core\\_standards/3rd\\_grade/language/l31/l31\\_activitiesandcenters.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/l31/l31_activitiesandcenters.aspx)



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**Suggested Unit Clusters**

Cluster Segments	Cluster 1	Cluster 2	Cluster 3	Cluster 4
<b>Standards</b>	<p>CC.3.RL.1, CC.3.RL.3, CC.3.RL.4</p> <p>CC.3.W.4, CC.3.W.5,</p> <p>CC.3.RF.3, CC.3.RF.3.a, CC.3.RF.4, CC.3.RF.4.a, CC.3.RF.4.c</p>	<p>CC.3.RI.4, CC.3.RI.1, CC.3.RI.3</p> <p>CC.3.L.1, CC.3.L.1.a, CC.3.L.1.i,</p> <p>CC.3.W.2</p> <p>CC.3.RF.3, CC.3.RF.3.a</p> <p>CC.3.RF.4, CC.3.RF.4.a CC.3.RF.4.c</p>	<p>CC.3.RL.1, CC.3.RI.1</p> <p>CC.3.RF.3, CC.3.RF.3.a</p> <p>CC.3.RF.4, CC.3.RF.4.a CC.3.RF.4.c</p>	<p>CC.3.RL.4, CC.3.RI.4, CC.3.RL.3, CC.3.RI.3</p> <p>CC.3.RF.3, CC.3.RF.3.a</p> <p>CC.3.RF.4, CC.3.RF.4.a CC.3.RF.4.c</p>
<b>SCCCR Alignment</b>	<p>RI.3.5.1, RL.3.5.1</p> <p>W.3.1.1.a, c, e; W.3.2.1.a, d, e; W.3.1.1.e; W.3. 2.1.e</p> <p>RL.3.3.6, RI.3.3.6, RL.3.3.1, RI.3.3.1, RL.3.4.2, RI.3.4.2, RL.3.13.1, RL.3.13.3, RI.12.1, RI.3.12.3, RL.3.10.1, RI.3.9.1</p>	<p>RI.3.9.1, RI.3.5.1</p> <p>W.3.4.1.a, h</p> <p>W.3.2.1.a</p> <p>RL.3.3.6, RI.3.3.6, RL.3.3.1, RI.3.3.1,</p> <p>RL.3.4.2, RI.3.4.2, RL.3.13.1, RL.3.13.3, RI.3.12.1, RI.3.12.3, RL.3.10.1, RI.3.9.1</p>	<p>RL.3.5.1, RI.3.5.1</p> <p>RL.3.3.6, RI.3.3.6, RL.3.3.1, RI.3.3.1</p> <p>RL.3.4.2, RI.3.4.2, RL.3.13.1, RL.3.13.3, RI.3.12.1, RI.3.12.3, RL.3.10.1, RI.3.9.1</p>	<p>RL.3.5.1, RI.3.5.1</p> <p>RL.3.3.6, RI.3.3.6, RL.3.3.1, RI.3.3.1</p> <p>RL.3.4.2, RI.3.4.2, RL.3.13.1, RL.3.13.3, RI.3.12.1, RI.3.12.3, RL.3.10.1, RI.3.9.1</p>
<b>Time Frame</b>	<b>5 Days</b>	<b>5 Days</b>	<b>5 Days</b>	<b>5 Days</b>
<b>Science</b>	Safety Rules/ Scientific Method	Safety Rules/ Scientific Method	Safety Rules/ Scientific Method	Safety Rules/ Scientific Method
<b>Social Studies</b>	Maps and Mapping Skills	Maps and Mapping Skills	Maps and Mapping Skills	Maps and Mapping Skills
<b>Performance Tasks</b>	Students will read for fluency in small guided reading groups	Students will start working on the capstone project, using	Students will write a personal analysis of a text,	Prepare to share out their research from their



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		multiple texts and sources to determine a need within the school or community using graphic organizers or a specific note taking strategy to organize their thoughts clearly. (Prewriting)	referring to the text using their knowledge of the writing process taught thus far. Continue working on the capstone project	capstone project.  Rewrite a short story or passage using their knowledge of story elements to increase understanding of these standards.
<b>Evidence of Learning</b>	<p><b>Venn Diagram/thinking map</b> - comparing two or more characters in the story and explain how their actions contribute to the sequence of events.</p> <p><b>Turn and talk</b> - Students ask and answer questions from text explicitly referring to the text to form their answers.</p> <p><b>Graphic organizer</b> - Identify figurative language across texts and how the author uses it. (Focus on literal and non-literal language)</p>	<p><b>Thinking map</b> - to identify and explain two or more events or concepts in a text.</p> <p><b>Foldable</b> - Use Marzano's 6 Steps of Vocabulary</p> <p><b>Journal</b> - Plan an effective informative/explanatory prewriting activity</p> <p><b>Presentation</b> - Orally present their writing activity using proper grammar and command of language.</p>	<p><b>Journal</b> - Accurately respond to text dependent questions through Cloze Reading Strategies.</p> <p><b>Turn and talk</b> - Model and practice accountable turn and talks focused on explicitly referencing the text.</p>	<p><b>Discussion</b> - Students will be able to differentiate two or more story elements in fiction and nonfiction texts through close reading strategies.</p> <p><b>Graphic organizers</b> - Compare and contrast different figurative language techniques through graphic organizers or nonlinguistic representations.</p>
<b>Guiding Questions</b>	How can I use explicit details from fiction and non-fiction passages to support a personal analysis of a text? (RI.3.1) (RF.3.4) (SCCCR: RI.3.5.1, RF.3.4.2, RI.3.4.2)	How do I best demonstrate commands of English standards grammar and usage when writing and or speaking? (L.3.1) (L.3.1a) (L.3.1i) (SCCCR: W.3.4.1.a, h)	How can I use explicit details from fiction and non-fiction passages to support a personal analysis of a text? (RL.3.1)(RI.3.1) (RF.3.4) (SCCCR: RL.3.5.1, RI.3.5.1,	How do I determine the meaning of words and phrases using strategies that are used literally and figuratively in the text? (RL.3.4) (RI.3 .4) (RF.3.3) (SCCCR: RL.3.5.1, RI.3.5.1,



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	<p>How do I determine the meaning of words and phrases using strategies that are used literally and figuratively in the text? (RL.3.4) (RF.3.3) (SCCCR: RL.3.5.1, RL.3.3.1, RI.3.3.1)</p> <p>How can I effectively apply the phases of the writing process to ensure that I convey ideas clearly when writing an informational/explanatory text? (W.3.4) (W.3.5) (SCCCR: W.3.2.2.a, c, e; W.3.2.1.a, d, e; W.3.1.1.e; W.3.2.1.e)</p>	<p>How can I effectively apply the phases of the writing process to ensure that I convey ideas clearly when writing an informational/explanatory text? (W.3.2) (SCCCR: W.3.2.1.a)</p> <p>How do I determine the meaning of words and phrases using strategies that are used literally and figuratively in the text? (RI.3.4) (RF.3.3) (SCCCR: RI.3.9.1, RL.3.3.6, RI.3.3.6)</p> <p>How can I use explicit details from fiction and non-fiction passages to support a personal analysis of a text? (RI.3.1) (RF.3.4) (RI.3.5.1, RL.3.4.2, RI.3.4.2)</p> <p>How do I compare and contrast two or more fictional or nonfictional elements that effect or change the text? (RI.3.3) (N/A)</p>	<p>RL.3.4.2, RI.3.4.2)</p> <p>How do I determine the meaning of words and phrases using strategies that are used literally and figuratively in the text? (RF.3.3) (SCCCR: RL.3.3.6, RI.3.3.6)</p>	<p>RL.3.3.6, RI3.3.6)</p> <p>How do I compare and contrast two or more fictional or nonfictional elements that effect or change the text? (RL.3.3) (RI.3.3) (SCCCR: N/A)</p> <p>How can I use explicit details from fiction and non-fiction passages to support a personal analysis of a text? (RL.3.1)(RI.3.1) (RF.3.4) (SCCCR: RL.3.5.1, RI.3.5.1, RL.3.4.2, RI.3.4.2)</p>
<p><b>Vocabulary</b></p>	<p>determine, phrases, context clues, distinguish, relationship, events, concepts, sequence, cause/effect, decode, suffixes, prefixes, analyze, selection,</p>	<p>simple, compound, complex, topic, inform, explain, topic sentences, examples, definitions, details, quotations, determine, prefixes, suffixes,</p>	<p>selection, strategies, fluency, paragraph, expression, skimming, scanning, self-monitor, decode, multi-syllable,</p>	<p>describe, interpretation of characters, character trait, motivation, emotion, contribute, sequence of events, problem,</p>



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	strategies, paragraph, fluently, expression, sequential order, develop, persuade, entertain, inform, develop, plan, organize, editing, revising, proofreading	root words, glossary, dictionary, multiple meanings, figurative language, strategies, fluency, paragraph, expression, skimming, scanning, self-monitor	irregular, analyze, suffixes, prefixes, demonstrate, understanding, text, details, sequence, explicit	resolution, relationship, events, concepts, technical, procedure, scientific, historical, sequence, cause/effect
<b>Resources</b>	<a href="http://www.myclassroomideas.com/close-reading-anchor-chart/">http://www.myclassroomideas.com/close-reading-anchor-chart/</a>  <a href="http://www.readtennessee.org">www.readtennessee.org</a>	<a href="http://www.readtennessee.org">www.readtennessee.org</a>	<a href="http://www.readtennessee.org">www.readtennessee.org</a>	<a href="http://www.edhelper.com/figurative_language.htm">http://www.edhelper.com/figurative_language.htm</a> (figurative language resources)  <a href="http://www.teacherprintables.net/downloads/graphic_organizers/Character_Grid.pdf">http://www.teacherprintables.net/downloads/graphic_organizers/Character_Grid.pdf</a> (character grid chart)  <a href="http://www.readtennessee.org">www.readtennessee.org</a>
<b>Culturally Relevant Resources</b>				

\*Critical elements/objective must demonstrate



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**Unit # 1- Understanding your Value in the Community**

Time Span	20 days
<p><b>Why Behind The What</b></p>	<p>The impact of questions and questioning of one’s own perspective to become a more diverse individual in all settings such as the classroom, school, and community. The student will learn to understand the importance of different and varying perspectives along with the influence of bias and subjectivity on decisions and the decision making process. Students will be faced with questions that allow them to think about the transference of knowledge into their lives as well as beginning to question materials that they come into contact with inside and outside of the school setting. Questions to consider may include:</p> <ul style="list-style-type: none"> <li>• Did I do or say anything “irrational” to get my way?</li> <li>• Did I try to impose my will upon others?</li> <li>• After self-reflection, did I handle the situation in an appropriate manner?</li> </ul>
<p><b>Capstone Project</b></p>	<p><b>Decision-Making</b> - Students will evaluate the impactful people they have studied throughout the unit. Students will use a decision-making matrix with criteria provided to determine which person had the most impact on society.</p> <p><b>Investigation</b> - Students will conduct a research project on one person they believe has made a meaningful impact to society. The student will connect how that person influences today’s society.</p> <p><b>Inquiry based</b> - Student will research and determine a need within their school or community that will have a meaningful impact on their community.</p>
<p><b>Evidence of Learning</b></p>	<p><b>Exit tickets</b> - Define textual evidence. Define inference and explain how a reader uses textual evidence to reach a conclusion. Define misplaced modifiers and dangling modifiers. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Distinguish between literal language and figurative language. Recognize the difference between denotative meanings and connotative meaning.</p> <p><b>Turn and talk</b> - Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Analyze interactions between individuals, events, and/or ideas in a text. Analyze why authors choose words and phrases (tone) to create an overall meaning and mood for the reader. Explain how the individuals, events, and/or ideas in a text affect one another. Analyze why authors use rhyme and repetition of sounds (alliteration and assonance) to impact the reader and draw him/her to a particular section of the text. Explain how the individuals, events, and/or ideas in a text affect one another.</p> <p><b>Journals</b> - Read closely and find answers explicitly in text and answers that require an inference. Explain how the</p>



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individuals, events, and/or ideas in a text affect one another. Read closely and find answers explicitly in text and answers that require inferences. Recognize the difference between denotative meanings and connotative meanings. Analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions. Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. Identify the elements of a story or a drama (e.g., plot, character, setting).

Explain how the elements of a story or drama interact and affect one another.

**Discussions** - Identify the elements of a story or a drama (e.g., plot, character, setting). Explain how the elements of a story or drama interact and affect one another. Recognize how making a change to one element of the story or drama could affect the other elements. Participate in discussions analyzing the choices that the authors with descriptive words and languages in their writing. Model the use of evidence to support responses and claims. Participate in discussions analyzing the choices that the authors with descriptive words and languages in their writing.

**Graphic organizers** - Infer how interactions between individuals, events, and/or ideas would be different if one of these elements changed. Use prewriting strategies and templates to formulate ideas. Organize information and event into thinking maps and/or graphic organizers to support written responses and citing evidence. Analyze interactions between individuals, events, and/or ideas in a text. Utilize graphic organizers to organize information, structural development features, and notes (thoughts and reflections). Create a sequence map/timeline to analyze the influences on one event to the next in a text. Infer how interactions between individuals, events, and/or ideas would be different if one of these elements changed.

**Peer evaluations** - Model revision strategies. Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.

**Final draft** - Address the audience to reflect the necessary purpose of the task. Use phrases and clauses to enhance writing through descriptive details and word choice. Choose different sentence structures to format, organize, and enhance your writing. Utilize sequential words and verbs to show a relationship and connection between ideas and supporting details.

**Foldable** - Analyze an author's word choice to determine the impact and significance of words on the writing. Identify a variety of sentence structure: simple sentence structures, compound sentence structures, complex sentence structures, and compound-complex sentences structures. Define and identify various forms of figurative language.



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	<p><b>Sticky notes</b> - Recognize words that have technical meaning and understand their purpose in a specific text. Define phrase and clause and state their function in specific sentences</p> <p><b>Act it out</b> - Model the use of clues and pieces within the text to create conclusions and inferences. Recognize how making a change to one element of the story or drama could affect the other elements.</p> <p><b>Cornell notes</b> - Identify textual evidence that supports my analysis, reflection, and/or research. Recognize words that have technical meaning and understand their purpose in a specific text.</p>		
<p><b>Unit Essential Question</b></p>	<p>How can I use and identify elements of fiction and nonfiction to create and support an original analysis of a grade-level text? (RL/RI.7.1.) (RL/RI.7.4.) (W.7.9.) (L.7.1.)</p>		
<p><b>Unpacked Standards</b></p>	<p><b>SCCCR Alignment:</b></p> <p>RL.7.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>CCSS.ELA-Literacy.RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>4 - I can analyze an author’s words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions in above grade level text.</p> <p>*3 - I can analyze an author’s words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions.</p> <p>2 - I can analyze an author’s words and determine some textual evidence needed to support explicit and inferential questions.</p> <p>1 - I can analyze an author’s words and determine some textual evidence needed to support explicit questions.</p>
	<p><b>SCCCR Alignment:</b></p> <p>RL.7.6.1 Determine one or more themes and analyze the development; provide an objective summary.</p>	<p>CCSS.ELA-Literacy.RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>4 - I and analyze a plot’s development to determine theme in above grade level text. I can compose an objective summary stating the key points of above grade level text without adding my own opinions or feelings.</p> <p>*3 - I and analyze a plot’s development to determine theme in</p>



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			<p>grade level text. I can compose an objective summary stating the key points of grade level text without adding my own opinions or feelings.</p> <p>2 - I can analyze plot to determine a theme and compose an objective summary without adding my own opinions or feelings.</p> <p>1 - I can determine the theme and compose an objective summary.</p>
	<p><b>SCCCR Alignment:</b></p> <p>RL.7.8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.</p>	<p>CCSS.ELA-Literacy.RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>4 - I can analyze how a change in one element of a story or drama in above grade-level text shapes other elements.</p> <p>*3 - I can analyze how a change in one element of a story or drama shapes other elements (e.g. Because the story is set during a time of war, the characters may be called to fight).</p> <p>2 - I can recognize how a change to one element in a story or drama could affect other elements.</p> <p>1 - I can describe how the plot of a story or drama unfolds in a series of episodes and analyze how characters respond or change as the plot unfolds.</p>
	<p><b>SCCCR Alignment:</b></p> <p>RL.7. 9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other</p>	<p>CCSS.ELA-Literacy. RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g.,</p>	<p>4 - I can analyze the language of an above-grade-level text to determine figurative and connotative meanings and the impact of rhyme and other repetition of sounds on a specific section of a text.</p> <p>*3 - I can analyze the language of a text to determine figurative and connotative meanings and the impact of rhyme and other repetition of sounds on a specific section of a text.</p>



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	<p>repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.</p>	<p>alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>2 - I can identify examples of literal and figurative language within a text to distinguish its impact on communicating an author's message and/or purpose of a text.</p> <p>1 - I can distinguish between literal language and figurative language and analyze the impact the language choice has on a text.</p>
<p><b>SCCCR Alignment:</b></p> <p>RI.7.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>CCSS.ELA-Literacy.RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>CCSS.ELA-Literacy.RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>4 - I can analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions in above grade level text.</p> <p>*3 - I can analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions.</p> <p>2 - I can analyze an author's words and determine some textual evidence needed to support explicit and inferential questions.</p> <p>1 - I can analyze an author's words and determine some textual evidence needed to support</p>
<p><b>SCCCR Alignment:</b></p> <p>N/A</p>	<p>CCSS.ELA-Literacy.RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>CCSS.ELA-Literacy.RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>4 - I can analyze the interactions between individuals, events and ideas in an above-grade-level text.</p> <p>*3 - I can analyze the interactions between individuals, events and ideas in an above-grade-level text.</p> <p>2 - I can recognize how a change to one element of a text could affect other elements.</p> <p>1 - I can explain how the individuals, events and/or ideas in a</p>



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	<p><b>SCCCR Alignment:</b></p> <p>RI.7.8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.</p>	<p>CCSS.ELA-Literacy.RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>text affect one another.</p> <p>4 - I can analyze the language of an above-grade-level text to determine figurative, connotative, and technical meanings and the impact of word choice on meaning and tone.</p> <p>*3 - I can analyze the language of a text to determine figurative, connotative, and technical meanings and the impact of word choice on meaning and tone.</p> <p>2 - I can distinguish between literal language and figurative language and determine the meanings of language in a text, including figurative, connotative, and technical meanings.</p> <p>1 - I can determine the meanings of words and phrases in a text, including figurative, connotative, and technical meanings.</p>
	<p><b>SCCCR Alignment:</b></p> <p>W.7.2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow.</li> <li>b. Use relevant information from multiple print and multimedia sources.</li> <li>c. Use definition, classification, comparison/contrast, and cause/effect</li> </ol>	<p>CCSS.ELA-Literacy.W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as</li> </ol>	<p>4 - I can write informative and explanatory texts to examine a detailed topic, convey complex ideas, concepts, and information through the selection, organization and analysis of relevant content at above grade level expectations.</p> <p>*3 - I can write informative or explanatory texts to examine a detailed topic, convey complex ideas, concepts, and information through the selection, organization and analysis of relevant content.</p> <p>2 - I can analyze the information, identify vocabulary specific to my topic, and organize information into broader categories using my chosen structure.</p>



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	<p>structures to organize ideas, concepts, and information;</p> <p>f. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>j. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>k. Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>l. Establish and maintain a style and tone authentic to the purpose.</p> <p>m. Provide a concluding statement or section that follows and supports the information or explanation presented.</p>	<p>definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding</p>	<p>1 - I can define common organizational/formatting structures and write in a structure that will allow me to organize my information best.</p>
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		statement or section that follows from and supports the information or explanation presented.	
	<p><b>SCCCR Alignment:</b></p> <p>W.7.1.1 Write arguments that:</p> <p>a. Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.2.1 Write informative/explanatory texts that:</p> <p>a. Introduce a topic clearly, previewing what is to follow.</p> <p>W.7.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. Develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-</p>	<p>CCSS.ELA-Literacy.W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>4 - I can write in a clear and coherent manner which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>*3 - I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience and use effective organizational/formatting structures to develop my writing ideas.</p> <p>2 - I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>1 - I can identify the writing style that best fits my task, purpose, and audience.</p>



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	structured event sequences.		
	<p><b>SCCCR Alignment:</b></p> <p>W.7.1.1 Write arguments that:</p> <p>f. Develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>W.7.2.1 Write informative/explanatory texts that:</p> <p>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting</p> <p>W.7.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>g. Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.</p>	<p>CCSS.ELA-Literacy.W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>4 - I can develop and strengthen my writing as necessary by effective planning, revising, editing and rewriting while providing a strong focus on purpose and audience.</p> <p>*3 - I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary and prepare multiple drafts using revisions and edits to develop and strengthen my own writing.</p> <p>2 - I can utilize appropriate prewriting strategies to formulate ideas, create multiple drafts and include revisions as well as edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling.</p> <p>1 - I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p>
	<b>SCCCR Alignment:</b>	CCSS.ELA-Literacy.W.7.9. Draw evidence from literary	4 - I can evaluate and analyze the strength of evidence from above grade level text to support my analysis, reflection, and



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	<p>RL.7.7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.</p> <p>RI.7.11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>research on a variety of literary and nonfiction pieces of work and topics of my own choosing.</p> <p>*3 - I can draw evidence from literary or informational texts to support analysis, reflection, and research. I can apply standards, skills, and reading comprehension strategies to literature pieces during independent and guided reading. I can apply standards, skills, and reading comprehension strategies to non-fiction pieces during independent and guided reading.</p> <p>2 - I can identify evidence needed to support my analysis, reflection, or research of an identified topic within class.</p> <p>1 - I can identify details and evidence used to support a theme, argument, inference, or central idea in a text in order to articulate my understanding of the text.</p>
<p><b>SCCCR Alignment:</b></p> <p>W.7.4.1 When writing: a. Show knowledge of the</p>		<p>CCSS.ELA-Literacy.L.7.1. Demonstrate command of the conventions of standard</p>	<p>4 - I can demonstrate strong command of the conventions of standard English grammar and correctly identify, edit, and utilize phrases and clauses, as well as simple, compound,</p>



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	<p>function of phrases and clauses in general and their function in specific sentences.</p> <p>a. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>complex, compound-complex sentence when writing and speaking about multiple literary pieces, arguments, and topics of my own choosing.</p> <p>*3 - I can demonstrate command of standard English grammar conventions when speaking and writing. I can recognize and use gerunds phrases and clauses in my own writing. I can choose different sentence structures to signal differing relationships among ideas. I can identify and correct misplaced and dangling modifiers.</p> <p>2 - I can self correct and evaluate the correct use of English grammar conventions when speaking and writing.</p> <p>1 - I can recognize and correct conventions of grammar and usage with guidance when speaking and writing.</p>
<p><b>Unit Essential Vocabulary</b></p>	<p>collegial, conclude, conclusion, explicit, inference, relevant, character, character traits, dialogue, drama, events, inference, influence, interact, plot, problem/solution, resolution, setting, theme, alliteration, analogy, assonance, denotation, drama, figurative language, hyperbole, impact, meaning, onomatopoeia, personification, metaphor, phrase, poem, repetition, selection, transitions, thesis statement, address, concept, concise, conclude, conclusion, incorporate, meaning, revise, revision, purpose, support, convention, conventional, evident, planning, selection, explicit, inference, objective, support, figurative language, synonym, technical language, tone, connotation, denotation, convey, interpret, meaning, phrase, repetition, selection, specific, impact, simple sentence, specific, vague, ambiguous, antecedents, clause, complex sentence, compound sentence, compound- complex sentence, convention, conventional, dependent clause, function, independent clause, intensive pronoun, objective, part of speech, possessive, diverse, elaborate, events, illustrate, individual, influence, interact, interaction, clause, conclude, conflict, context, content, descriptive language, dialogue, engage, events, exposition, falling action, foreshadowing, impact, literary device, mood, narrative, narrator, pace, phrase, plot, point of view, problem, precise, reflect, relevant, resolution, rising action, text structure, variety, sensory language, sequence, setting</p>		



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<b>Resources</b>	<p>Achieve the Core Writing informative samples: <a href="http://achievethecore.org/page/504/common-core-informative-explanatory-writing">http://achievethecore.org/page/504/common-core-informative-explanatory-writing</a></p> <p><a href="http://achievethecore.org/content/upload/Big_1_DR8.12.pdf">http://achievethecore.org/content/upload/Big_1_DR8.12.pdf</a></p> <p>Information, graphic organizers, and guides explaining the numerous Reading Comprehension strategies to utilize with Middle School students:                  Adolescent Literacy: <a href="http://www.adlit.org/strategy_library/">http://www.adlit.org/strategy_library/</a>                  Learning Point: <a href="http://www.learningpt.org/literacy/adolescent/strategies.php">http://www.learningpt.org/literacy/adolescent/strategies.php</a></p> <p>Read Write Think: Trading Cards App  <a href="http://www.readwritethink.org/parent-afterschool-resources/games-tools/trading-card-creator-a-30181.html">http://www.readwritethink.org/parent-afterschool-resources/games-tools/trading-card-creator-a-30181.html</a></p> <p>Reading Quest: Reading Organizers to deepen a student’s understanding and application of reading strategies within Social Studies  <a href="http://www.readingquest.org/strat/">http://www.readingquest.org/strat/</a></p> <p>*McGraw-Hill/Glencoe state specific resources: <a href="http://www.glencoe.com/">http://www.glencoe.com/</a></p> <p>Standards specific activities, performance tasks, and project based learning opportunities: <a href="https://www.nextlesson.org/">https://www.nextlesson.org/</a></p> <p>Exploring Imagery through Beowulf: <a href="https://www.teachingchannel.org/videos/descriptive-details-sensory-language">https://www.teachingchannel.org/videos/descriptive-details-sensory-language</a></p> <p>Interpreting complex texts through Scaffolding: <a href="https://www.teachingchannel.org/videos/middle-school-ela-unit-persuasion">https://www.teachingchannel.org/videos/middle-school-ela-unit-persuasion</a></p>
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Suggested Unit Clusters				
Cluster Segments	Cluster 1	Cluster 2	Cluster 3	Cluster 4
	CCSS.RL.7.1, CCSS.RL.7.2,	CCSS.RI.7.1, CCSS.RI.7.4,	CCSS.RI.7.1, CCSS.RI.7.3	CCSS.RL.7.3, CCSS.RI.7.3,



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<b>Standards</b>	CCSS.RL.7.3, CCSS.RL.7.4, CCSS.W.7.4, CCSS.W.7.5.	CCSS.W.7.2  CCSS.L.7.1. (a-d)	CCSS.W.7.9. (a-b)	CCSS.RL.7.4, CCSS.RI.7.4
<b>SCCCR Alignment</b>	RL.7.5.1, RL.7.6.1, RL.7.8.1, RL.7.9.1, W.7.1.1.a, W.7.1.2.a, W.7.1.3.a, W.7.1.1.f, W.7.2.1.g, W.7.3.1.f	RI.7.5.1, RI.7.8.1, W.7.2.1.(a-c; f, j-m)  W.7.4.1.a, b	RI.7.5.1, RLL.7.7.2, RI.7.11.2	RL.7.8.1, RL.7.9.1, RI.7.8.1
<b>Suggested Time Frame</b>	7 days	5 days	4 days	4 days
<b>Performance Tasks</b>	Model and cite evidence from the text that supports an analysis and inferences of the text by referencing contextual clues and text features, as well as editing one’s own writing to include key details and support for claims	Select a topic and identify and gather relevant information to share with an audience by providing objective summary reports distinct from presenting and supporting their own perspective  Present information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions and provide a concluding statement/section that supports the information presented.	Gather evidence and support from a variety of texts to generate a response that culminates a variety of perspectives and themes presented in the texts that reflects that period in literary and informative history	Analyze how particular elements influence the progression and sequence of a plot, including modeling the use of writing strategies to include into their own writing to include key points and details within a summary  Analyze why authors choose words and phrases (tone) to create an overall meaning and mood for the reader.
<b>Evidence of Learning</b>	<b>Exit tickets</b> - Define textual evidence  <b>Turn and talk</b> - Define	<b>Discussions</b> - Model the use of evidence to support responses and claims	<b>Exit tickets</b> - Define inference and explain how a reader uses textual evidence to reach a logical	<b>Journals</b> - Identify the elements of a story or a drama (e.g., plot, character, setting).



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<p>inference and explain how a reader uses textual evidence to reach a logical conclusion</p> <p><b>Journals</b> - Read closely and find answers explicitly in text and answers that require an inference.</p> <p><b>Discussions</b> - Identify the elements of a story or a drama (e.g., plot, character, setting). Explain how the elements of a story or drama interact and affect one another</p> <p><b>Discussions</b> - Recognize how making a change to one element of the story or drama could affect the other elements.</p> <p><b>Discussions</b> - Participate in discussions analyzing the choices that the authors with descriptive words and languages in their writing</p> <p><b>Journals</b> - Explain how the individuals, events, and/or ideas in a text affect one</p>	<p><b>Exit tickets</b> - Define inference and explain how a reader uses textual evidence to reach a conclusion</p> <p><b>Journals</b> - Read closely and find answers explicitly in text and answers that require inferences</p> <p><b>Graphic organizers</b> - Organize information and event into thinking maps and/or graphic organizers to support written responses and citing evidence</p> <p><b>Foldables</b> - Analyze an author's word choice to determine the impact and significance of words on the writing</p> <p><b>Journals</b> - Recognize the difference between denotative meanings and connotative meanings</p> <p><b>Sticky notes</b> - Recognize words that have technical meaning and understand their</p>	<p>conclusion</p> <p><b>Act it out</b> - Model the use of clues and pieces within the text to create conclusions and inferences</p> <p><b>Journals</b> - Analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions.</p> <p><b>Turn and talks</b> - Explain how the individuals, events, and/or ideas in a text affect one another.</p> <p><b>Graphic organizers</b> - Analyze interactions between individuals, events, and/or ideas in a text.</p> <p><b>Graphic organizers</b> - Utilize graphic organizers to organize information, structural development features, and notes (thoughts and reflections)</p>	<p>Explain how the elements of a story or drama interact and affect one another</p> <p><b>Graphic organizer</b> - Create a sequence map/timeline to analyze the influences on one event to the next in a text</p> <p><b>Act it out</b> - Recognize how making a change to one element of the story or drama could affect the other elements.</p> <p><b>Turn and talk</b> - Analyze why authors use rhyme and repetition of sounds (alliteration and assonance) to impact the reader and draw him/her to a particular section of the text.</p> <p><b>Discussions</b> - Participate in discussions analyzing the choices that the authors with descriptive words and languages in their writing</p>
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	<p>another.</p> <p><b>Turn and talks</b> - Analyze interactions between individuals, events, and/or ideas in a text.</p> <p><b>Graphic organizer</b> - Infer how interactions between individuals, events, and/or ideas would be different if one of these elements changed.</p> <p><b>Graphic organizer</b> - Use prewriting strategies and templates to formulate ideas</p> <p><b>Peer evaluations</b> - Model revision strategies</p> <p><b>Peer evaluations</b> - Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p><b>Final draft</b> - Address the audience to reflect the necessary purpose of the task</p>	<p>purpose in a specific text</p> <p><b>Turn and talks</b> - Analyze why authors choose words and phrases (tone) to create an overall meaning and mood for the reader.</p> <p><b>Sticky notes</b> - Define phrase and clause and state their function in specific sentences</p> <p><b>Final drafts</b> - Use phrases and clauses to enhance writing through descriptive details and word choice</p> <p><b>Foldables</b> - Identify a variety of sentence structure: simple sentence structures, compound sentence structures, complex sentence structures, and compound-complex sentences structures.</p> <p><b>Final Draft</b> - Choose different sentence structures to format, organize, and enhance your writing.</p> <p><b>Final draft</b> - Utilize sequential</p>	<p><b>Cornell notes</b> - Identify textual evidence that supports my analysis, reflection, and/or research.</p> <p><b>Journals</b> - Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p>	<p><b>Turn and talk</b> - Explain how the individuals, events, and/or ideas in a text affect one another.</p> <p><b>Graphic organizer</b> - Infer how interactions between individuals, events, and/or ideas would be different if one of these elements changed.</p> <p><b>Foldable</b> - Define and identify various forms of figurative language</p> <p><b>Exit tickets</b> - Distinguish between literal language and figurative language</p> <p><b>Exit tickets</b> - Recognize the difference between denotative meanings and connotative meanings</p> <p><b>Cornell Notes</b> - Recognize words that have technical meaning and understand their purpose in a specific text</p>
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		<p>words and verbs to show a relationship and connection between ideas and supporting details.</p> <p><b>Exit ticket</b> - Define misplaced modifiers and dangling modifiers</p>		
<p><b>Guiding Questions</b></p>	<p>How can I provide proof of what I have learned from different kinds of text? (RL.7.1) (SCCCR: RL.7.5.1)</p> <p>How do the story elements interact with one another in the text? (RL.7.3.) (SCCCR: RL.7.8.1)</p> <p>How does the author’s use of specific types of figurative language and connotation to reveal the meaning of the text?</p> <p>How rhyming and alliteration impact tone and mood of the text? (RL.7.4.) (SCCCR: RL.7.9.1)</p> <p>How does the writing process make me a better writer?</p>	<p>How can I provide proof of what I have learned from different kinds of text? (RI.7.1.) (SCCCR: RI.7.5.1)</p> <p>How can I learn the meaning of words and phrases in the text?</p> <p>How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?</p> <p>How word meaning impact tone and mood of the text? (RI.7.4.) (SCCCR: RI.7.5.1)</p> <p>Why is it important for me to know and follow the rules of standard English grammar when I write or speak? (L.7.1.) (SCCCR: W.7.4.1.a,b)</p>	<p>How can I provide proof of what I have learned from different kinds of text? (RI.7.1) (SCCCR: RI.7.5.1)</p> <p>How can the interactions between individuals and events influence the outcome of the text? (RI.7.3.) (SCCCR: None)</p> <p>How can I use appropriate details and organization to express a real or imagined event?</p> <p>How can I use appropriate techniques to express the event more actively? (W.7.9.) (SCCCR: RL.7.7.2, RI.7.11.2)</p>	<p>How can the interactions between individuals and events influence the outcome of the text? (RI.7.3.) (SCCCR: N/A)</p> <p>How do the story elements interact with one another in the text? (RL.7.3.) (SCCCR: RL.7.8.1)</p> <p>How does the author’s use of specific types of figurative language and connotation to reveal the meaning of the text?</p> <p>How rhyming and alliteration impact tone and mood of the text? (RL.7.4.) (SCCCR: RL.7.9.1)</p> <p>How can I learn the meaning</p>



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	<p>(W.7.5.) (SCCCR: W.7.1.1.f, W.7.2.1.g, W.7.3.1.f)</p>			<p>of words and phrases in the text?</p> <p>How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?</p> <p>How word meaning impact tone and mood of the text? (RI.7.4.) (SCCCR: RI.7.8.1)</p>
<p><b>Vocabulary</b></p>	<p>collegial, conclude, conclusion, explicit, inference, relevant, character, character traits, dialogue, drama, events, inference, influence, interact, plot, problem/solution, resolution, setting, theme, alliteration, analogy, assonance, denotation, drama, figurative language, hyperbole, impact, meaning, onomatopoeia, personification, metaphor, phrase, poem, repetition, selection, transitions, thesis statement, address, concept, concise, conclude, conclusion,</p>	<p>explicit, inference, objective, support, figurative language, synonym, technical language, tone, connotation, denotation, convey, interpret, meaning, phrase, repetition, selection, specific, impact, simple sentence, specific, vague, ambiguous, antecedents, clause, complex sentence, compound sentence, compound- complex sentence, convention, conventional, dependent clause, function, independent clause, intensive pronoun, objective, part of speech, possessive, diverse</p>	<p>collegial, conclude, conclusion, explicit, inference, relevant, elaborate, events, illustrate, individual, influence, interact, interaction, clause, conclude, conflict, context, content, descriptive language, dialogue, engage, events, exposition, falling action, foreshadowing, impact, literary device, mood, narrative, narrator, pace, phrase, plot, point of view, problem, precise, reflect, relevant, resolution, rising action, text structure,</p>	<p>character, character traits, dialogue, drama, events, inference, influence, interact, plot, problem/solution, resolution, setting, theme, alliteration, analogy, assonance, denotation, drama, figurative language, hyperbole, impact, meaning, onomatopoeia, personification, metaphor, phrase, poem, repetition, selection, elaborate, events, illustrate, individual, influence, interact, interaction, synonym,</p>



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	incorporate, meaning, revise, revision, purpose, support, convention, conventional, evident, planning, selection		variety, sensory language, sequence, setting	technical language, tone, connotation, denotation, convey, interpret, meaning, phrase, repetition, selection, specific, impact
<b>Resources</b>	<p>Information, graphic organizers, and guides explaining the numerous Reading Comprehension strategies to utilize with Middle School students: Adolescent Literacy: <a href="http://www.adlit.org/strategy_library/">http://www.adlit.org/strategy_library/</a></p> <p>Learning Point: <a href="http://www.learningpt.org/literacy/adolescent/strategies.php">http://www.learningpt.org/literacy/adolescent/strategies.php</a></p>	<p>Spatial understanding/ perspectives <a href="http://education.nationalgeographic.com/education/national-geography-standards/geographic-perspectives/?ar_a=1">http://education.nationalgeographic.com/education/national-geography-standards/geographic-perspectives/?ar_a=1</a></p> <p>*McGraw-Hill/Glencoe state specific resources: <a href="http://www.glencoe.com/">http://www.glencoe.com/</a></p>	<p>Natural Resource Defense Council: <a href="http://www.nrdc.org/">http://www.nrdc.org/</a></p> <p>Read Write Think: Trading Cards App <a href="http://www.readwritethink.org/parent-afterschool-resources/games-tools/trading-card-creator-a-30181.html">http://www.readwritethink.org/parent-afterschool-resources/games-tools/trading-card-creator-a-30181.html</a></p>	<p>Exploring Imagery through Beowulf: <a href="https://www.teachingchannel.org/videos/descriptive-details-sensory-language">https://www.teachingchannel.org/videos/descriptive-details-sensory-language</a></p> <p>Interpreting complex texts through Scaffolding: <a href="https://www.teachingchannel.org/videos/middle-school-ela-unit-persuasion">https://www.teachingchannel.org/videos/middle-school-ela-unit-persuasion</a></p>
<b>Culturally Relevant Resources</b>				



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Unit 1- Integer Exponents and Scientific Notation	
<b>Time Span:</b>	<b>18 Days</b>
<b>Why Behind The What:</b>	<p>Integer Exponents and Scientific Notation – Unit 1 will focus on the expansion of student knowledge of operations on numbers to include operations on numbers in integer exponents. Students will build upon their knowledge of exponents and scientific notation as they explore how zero and negative exponents are defined and prove the properties (laws) of integer exponents. Having established the properties of integer exponents, students express the magnitude of a positive number through the use of scientific notation and compare their relative magnitudes. They will be expected to determine appropriately sized units as they work with very large quantities, such as the U.S. national debt, the number of stars in the universe, and the mass of planets; and very small quantities, such as subatomic particles.</p>
<b>Capstone Project</b>	<p>In this unit students use exponents to represent and work with very large and very small quantities.</p> <p>You are an architect and you are designing a rectangular pool for the 2020 summer Olympics. The pool must be at least 4 meters deep, at least 50 meters wide and at least 20 meters wide. You have to stick closely to as small of a budget for materials as you can, so you want to design the pool to hold the largest volume of water while, at the same time, have the smallest pool wall surface area. You will make all calculations using millimeters as your base unit.</p>
<b>Evidence of Learning</b>	<p><b>Math Bingo-</b> Create a bingo document including problems and vocabulary. Students will fill in their bingo cards with the answers from worksheet. Completing of the worksheet and filling in bingo cards. Once all students are complete, teacher will call out answers. First student to get bingo wins.</p> <p><b>Math Tic-Tac-Toe-</b> Teacher will separate the class into two equal groups (x's and o's). Teacher will use a coin flip to decide who goes first. Teacher will ask math questions based on the current day's lesson objective, alternating between each group one question at a time. If group answers their question correctly, they are allowed to place an mark (based on their group) on the game-board (Smart-Board/White-Board/Anchor Chart). Group who places three marks in row, wins the game.</p> <p><b>Math Jeopardy-</b>The students will play math jeopardy using SmartBoard. The students will simplify expressions with integer exponents, write equivalent numerical and symbolic expressions using the laws of exponents, and</p>



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	or express large and small numbers in scientific notation. <a href="http://www.quia.com/cb/495578.html">http://www.quia.com/cb/495578.html</a>		
<b>Unit Essential Question</b>	What are the advantages and disadvantages of expressing and comprehending numbers in multiple variations/forms?		
<b>Unpacked Standards</b>	<p><b>SCCCR Alignment:</b></p> <p>8.EE.1 Understand and apply the laws of exponents (i.e. product rule, quotient rule, power to a power, product to a power, quotient to a power, zero power property, negative exponents) to simplify numerical expressions that include integer exponents.</p>	<p>8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math>.</p>	<p>4 - I can compare numbers in exponential notation.</p> <p>*3 - I know and can apply the properties of integer exponents to generate equivalent numerical expressions.</p> <p>2 - I can discern the structure of exponents by relating multiplication and division of expressions with the same base. I accept the properties of exponents as true for all integer exponents</p> <p>1 - I can convert expressions to integer exponent form. I can identify the base and exponent of an integer.</p>
	<p><b>SCCCR Alignment:</b></p> <p>8.EE.3 Explore the relationship between quantities in decimal and scientific notation.</p> <p>a. Express very large and very small quantities in scientific notation in the</p>	<p>8.EE.3 - Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as <math>3 \times 10^8</math> and the</p>	<p>4 - I can apply the laws of exponents to interpret data and use technology to compute with very large numbers</p> <p>*3 - I can use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large quantities, and to express how many times as much one is than the other.</p>



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	<p>form <math>a \times 10^b = p</math> where <math>1 \leq a &lt; 10</math> and <math>b</math> is an integer.                  b. Translate between decimal notation and scientific notation.                  c. Estimate and compare the relative size of two quantities in scientific notation.</p>	<p>population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</p>	<p>2 - I understand the concept of magnitude and how it is used in measurement.                  I can understand the relationship between negative and positive powers of 10.                  I can use a number line to illustrate different magnitudes of 20.                  1.) I can estimate quantities to perform basic math operations.</p>
	<p><b>SCCCR Alignment:</b>                  8.EE.4 Apply the concepts of decimal and scientific notation to solve real-world and mathematical problems.                  a. Multiply and divide numbers expressed in both decimal and scientific notation.                  b. Select appropriate units of measure when representing answers in scientific notation. c. Translate how different technological devices display numbers in scientific notation.</p>	<p>8.EE.4 - Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p>	<p>4 - I can analyze and change numbers to different forms, to solve mathematical operations in real-world situations.                  *3 - I can perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.                  I can use scientific notation and choose units of appropriate size for measurements of very large or very small quantities                  I can interpret scientific notation that has been generated by technology.                  2.) I can read, write, and perform operations on numbers expressed in scientific notation.                  I can read, write, and perform operations on very small and very large numbers expressed in decimal form.</p>



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			1.) I can convert numbers from standard form to scientific notation or integer exponent, and vice versa.
	<p><b>SCCCR Alignment:</b></p> <p><b>Reason both contextually and abstractly.</b></p> <p>a. Make sense of quantities and their relationships in mathematical and real-world situations.</p> <p>b. Describe a given situation using multiple mathematical representations.</p> <p>c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.</p> <p>d. Connect the meaning of mathematical operations to the context of a given situation.</p>	<b>MP.2</b>	<p><b>Reason abstractly and quantitatively.</b> In grade 8, students represent a wide variety of real world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. They examine patterns in data and assess the degree of linearity of functions. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.</p>
	<p><b>SCCCR Alignment:</b></p> <p><b>Use a variety of mathematical tools effectively and</b></p>	<b>MP.5</b>	<p><b>Use appropriate tools strategically.</b> Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance,</p>



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	<p><b>strategically.</b>                  a. Select and use appropriate tools when solving a mathematical problem.                  b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.</p>		<p>students in grade 8 may translate a set of data given in tabular form to a graphical representation to compare it to another data set. Students might draw pictures, use applets, or write equations to show the relationships between the angles created by a transversal.</p>
	<p><b>SCCCR Alignment:</b>   <b>Communicate mathematically and approach mathematical situations with precision.</b>                  a. Express numerical answers with the degree of precision appropriate for the context of a situation.                  b. Represent numbers in an appropriate form according to the context of the situation. c. Use appropriate and precise mathematical language. d. Use appropriate units, scales, and labels.</p>	<p><b>MP.6</b></p>	<p><b>Attend to precision.</b> In grade 8, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to the number system, functions, geometric figures, and data displays.</p>
	<p><b>SCCCR Alignment:</b>   <b>Identify and utilize</b></p>	<p><b>MP.7</b></p>	<p><b>Look for and make use of structure. (Deductive Reasoning)</b> Students routinely seek patterns or structures to model and</p>



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	<p><b>structure and patterns. a.</b> Recognize complex mathematical objects as being composed of more than one simple object. <b>b.</b> Recognize mathematical repetition in order to make generalizations. <b>c.</b> Look for structures to interpret meaning and develop solution strategies.</p>		<p>solve problems. In grade 8, students apply properties to generate equivalent expressions and solve equations. Students examine patterns in tables and graphs to generate equations and describe relationships. Additionally, students experimentally verify the effects of transformations and describe them in terms of congruence and similarity.</p>
<p><b>Unit Essential Vocabulary</b></p>	<p>Exponent, Base, Integer, Place Value, Power, Scientific Notation, Power of Product, Product of Quotient, Power of Power, Power of Negative, Power of One, Power of Zero, Exponential Notation, Expression, Numerical Form, Standard Form, Squared, Cubed, Simplify, Decimal, Place Value, Powers of 10, Negative Powers of 10, Estimate, Leading Digit, Interpret</p>		
<p><b>Resources</b></p>	<p>Scientific Notation: <a href="https://www.brainpop.com/math/numbersandoperations/standardandscientificnotation/">https://www.brainpop.com/math/numbersandoperations/standardandscientificnotation/</a>                  Powers of Exponents: <a href="https://www.khanacademy.org/math/algebra/exponent-equations/fractional-exponents-tut/v/rational-exponents-and-exponent-laws">https://www.khanacademy.org/math/algebra/exponent-equations/fractional-exponents-tut/v/rational-exponents-and-exponent-laws</a>                  Glencoe McGraw-Hill Textbook Online: <a href="http://connected.mcgraw-hill.com/connected/">http://connected.mcgraw-hill.com/connected/</a>                  Power of Exponents Jeopardy: <a href="http://www.math-play.com/Exponents-Jeopardy/Exponents-Jeopardy.html">http://www.math-play.com/Exponents-Jeopardy/Exponents-Jeopardy.html</a>                  Escape King Kong Scientific Notation game: <a href="http://www.quia.com/quiz/382466.html">http://www.quia.com/quiz/382466.html</a>                  Practice &amp; Assessments:  <a href="http://www.Mathletics.com">www.Mathletics.com</a>, <a href="http://www.algebration.com">www.algebration.com</a>, <a href="http://www.kutasoftware.com">www.kutasoftware.com</a></p>		



8<sup>th</sup> Grade Unit 1 Math

Cluster Segments	Cluster 1	Cluster 2
Standards	<p><b>8.EE.1</b></p> <p><b>SCCCR: 8.EE1.1</b></p>	<p><b>8.EE.3, 8.EE.4</b></p> <p><b>SCCCR: 8.EE1.3, 8.EE1.4</b></p>
Time Frame	<p><b>8 Days</b></p>	<p><b>10 Days</b></p>
Performance Tasks	<p>Teacher will write out several expressions. Students will use laws of exponents to simplify or convert expressions to exponential notation.</p>	<p>Using a distances between each planet and Earth, chart, students will compare numbers expressed in scientific notation, and apply the laws of exponents to interpret data and use technology to compute with very larger numbers.</p>
Evidence of Learning	<p><b>Math Bingo-</b> Create a bingo document including problems and vocabulary. Students will fill in their bingo cards with the answers from worksheet. Completing of the worksheet and filling in bingo cards. Once all students are complete, teacher will call out answers. First student to get bingo wins.</p> <p><b>Math Tic-Tac-Toe-</b>Teacher will separate the class into two equal groups (x's and o's). Teacher will use a coin flip to decide who goes first. Teacher will ask math questions based on the current day's lesson objective, alternating between each group one question at a time. If group answers their question correctly, they are allowed to place an mark (based on their group) on the game-board (Smart-Board/White-Board/Anchor Chart). Group who places three marks in row, wins the game</p> <p><b>Math Jeopardy-</b>Play math jeopardy using</p>	<p><b>Math Bingo-</b> Create a bingo document including problems and vocabulary. Students fill in their bingo cards with the answers from created worksheet. Once all students are complete, teacher will call out answers. First bingo wins.</p> <p><b>Math Tic-Tac-Toe-</b>Teacher will separate the class into two equal groups (x's and o's) and use a coin flip to decide who goes first. Teacher will ask math questions based on the current day's lesson objective, alternating between each group one question at a time. If group answers their question correctly, they place an mark on their group's spot on the game-board (Smart-Board/White-Board/Anchor Chart). Group who places three marks in row, wins the game.</p> <p><b>Math Jeopardy-</b>Play math jeopardy using SmartBoard. The students will simplify expressions with integer exponents, write equivalent numerical and symbolic expressions using the laws of exponents, and or express large and small numbers in scientific notation.</p>



8<sup>th</sup> Grade Unit 1 Math

	SmartBoard. The students will simplify expressions with integer exponents, write equivalent numerical and symbolic expressions using the laws of exponents, and or express large and small numbers in scientific notation. <a href="http://www.quia.com/cb/495578.html">http://www.quia.com/cb/495578.html</a>	<a href="http://www.quia.com/cb/495578.html">http://www.quia.com/cb/495578.html</a>
<b>Guiding Questions</b>	What are the pros and cons of using integer exponent form?  What is the relationship between a base and its exponent?	In what ways do you think using scientific notation and exponential form has led to the advancement of the human race?  When a number is written in scientific notation, what do we notice about the relationship between the decimal places in the given number and the power of 10?  How does scientific notation help us compare large and small quantities?
<b>Vocabulary</b>	standard form, exponential form, base, exponent, power, exponent, integer, power of product, product of quotient, power of power, power of negative, power of one, power of zero, expression, numerical form, squared, cubed	scientific notation, standard form, decimal, place value, integer, product, quotient, powers of 10, negative powers of 10, estimate, leading digit, interpret
<b>Resources</b>	<a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> <a href="http://www.khanacademy.com">www.khanacademy.com</a> <a href="http://www.mathletics.com">www.mathletics.com</a>	<a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> <a href="http://www.brainpop.com">www.brainpop.com</a> <a href="http://www.mathletics.com">www.mathletics.com</a>
<b>Culturally Relevant Resources</b>		

\*Critical elements/objective must demonstrate

Appendix I  
List of Teaching  
Positions

**K – 5 Teacher**

Content Areas: All core content areas (Math, English Language Arts, Social Studies, and Science)

Certifications: All state required teaching certifications

**6 – 8 ELA Teacher**

Content Areas: English Language Arts and Reading

Certifications: All state required teaching certifications

**6 – 8 Math Teacher**

Content Areas: General Math, Algebra

Certifications: All state required teaching certifications

**6 – 8 Science Teacher**

Content Areas: General Science, Physical Science, Biology

Certifications: All state required teaching certifications

**6 – 8 Social Studies Teacher**

Content Areas: Geography, World History, South Carolina History

Certifications: All state required teaching certifications

**K – 5 and 6 – 8 Reading Teacher**

Content Areas: Reading and Intensive Reading

Certifications: All state required Reading Specialist and ELL teaching certifications

**K – 5 / 6 – 8 ESE/Special Education Teachers**

Content Areas: Collaborate with regular education teachers to ensure proper instruction across all content areas

Certifications: All state required Special Education certifications

**K – 5 / 6 – 8 Music/Chorus Teachers**

Content Areas: General Music and Chorus

Certifications: All state required teaching certifications

**K – 5 / 6 – 8 Art Teachers**

Content Areas: Art

Certifications: All state required teaching certifications

**K – 5 / 6 – 8 Physical Education Teachers**

Content Areas: Physical Education

Certifications: All state required teaching certifications

**K – 5 / 6 – 8 Foreign Language Teachers**

Content Areas: Foreign Language

Certifications: All state required teaching certifications

**K – 5 / 6 – 8 Technology Teachers**

Content Areas: Technology and Multimedia

Certifications: All state required teaching certifications

**Co-Teachers (All Grades)**

Content Areas: Supplements instructional staff in areas as needed and as certified/qualified

Certifications: All state required teaching certifications

**Curriculum Resource Teachers (All Grades)**

Content Areas: Provides Professional Development in-service training to all teachers for all subjects

Certifications: All state required Reading Specialist and teaching certifications

Appendix K  
Draft Discipline  
Policy



## Parent-Student Handbook

\_\_\_\_\_, Principal  
\_\_\_\_\_, Assistant Principal

[www.meversberkeleyschool.org](http://www.meversberkeleyschool.org)

**School Hours:**

**Before School Care: 6:30-7:15 am**

**Breakfast: 7:00-7:30**

**Campus and Hallway Supervision: 7:30-7:55 am**

**Classrooms Open: 7:55 am**

**School Begins: 8:00 am**

**After School Care: 3:15-6:00 pm**

**Student Dismissal:**

**2:45 pm Kindergarten**

**3:00 pm Grades 1 - 6**

**After School Care 3:15/3:30 pm – 6:00 pm**



## WELCOME LETTER FROM PRINCIPAL

DRAFT

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## Mevers Berkeley 2017-2018 School Year Calendar

July 31	NTI
August 1-11	NTI
August 14-18	RTO
August 17	Open House
August 18	CSUSA Summit
<b>August 21</b>	<b>First Day of School/Quarter 1 Begins</b>
August 29	Parent Curriculum Night K-2 5 pm-8 pm
August 30	Parent Curriculum Night 3-5 5 pm-8 pm
August 31	Parent Curriculum Night 6-8 5 pm-8 pm
September 4	Labor Day-Holiday No School
September 20	Progress Reports
September 21	Evening Parent/Teacher Conferences
<b>October 26</b>	<b>Quarter 1 Ends</b>
<b>October 27</b>	Quarter 2 Begins Staff Development/No School for Students
<b>October 30</b>	Staff Development/No School for Students
November 2	Report Cards
November 12	Veterans Day- Holiday/No School
November 21-23	Thanksgiving- Holiday/No School
November 29	Progress Reports
December 18-29	Winter Break- Holiday/No School
January 1	New Year's Day- Holiday/No School
January 2	Students return from break, classes resume
<b>January 11</b>	<b>Quarter 2 Ends</b>
<b>January 12</b>	<b>Quarter 3 Begins</b> Staff Development/No School for Students
January 15	Martin Luther King, Jr. Day- Holiday/No School
January 18	Report Cards
February 14	Progress Reports
February 16	Lottery & Retention Meetings/No School for Students
February 19	President's Day – Holiday/No School for Students
<b>March 22</b>	<b>Quarter 3 Ends</b>
<b>March 23</b>	<b>Quarter 4 Begins</b> Staff Development/No School for Students (Snow Make-Up Day)
March 26-30	Spring Break/No School
April 2	Staff Development/No School for Students (Snow Make-Up Day)
April 5	Report Cards
May 2	Progress Reports
May 28	Memorial Day - Holiday/No School
<b>June 11</b>	<b>Last Day of School</b>
June 12	Staff Records Day (Snow Make-Up Day)

## **After School Care and Before School Care:**

The After School Care (ASC) program is a service we provide for parents for a reasonable fee. The ASC program begins immediately after school and runs until 6:00 p.m. Students are provided a snack and a drink. During ASC students will work on home learning and reading and then will have time for recess, games, and a variety of structured activities. Please see our ASC Director for payment procedures and policies.

Students may not be picked up from ASC during dismissal time (3:00 – 3:45 p.m.). ASC students will not be dismissed until after 3:45 p.m.

Before care is a service the school provides for all parents for an additional monthly fee. Please see our Before and After School Director for program policies and monthly payment due dates. Students who will be attending the Before School Care (BSC) program are expected to report directly to the Multipurpose Room upon arrival, and parents should sign in their child on a daily basis. Breakfast will be available from 7:00 a.m. – 7:30 a.m. for an additional fee (please see payment schedule on the school web page).

No students will be permitted to enter the building prior to 6:30 a.m. for Before School Care. Students with negative balances from the previous semester will not be eligible to participate until the account has been paid in full.

## **Agenda Books:**

All students K-8 are required to use the school approved agenda book. The agenda book will be used on a daily basis by teachers for communication to parents. Agendas should be signed each night by a parent to ensure that all communication has been seen.

## **Arrival:**

<b>Before School Care</b>	<b>6:30 – 7:15 am</b>
<b>Breakfast</b>	<b>7:00 - 7:30 am</b>
<b>Whole school arrival monitoring</b>	<b>7:30 – 7:55 am</b>
<b>Drop-Off</b>	<b>7:30 – 7:55 am</b>
<b>Classrooms Open</b>	<b>7:55 am</b>
<b>Tardy Bell</b>	<b>8:00 am</b>

Students need to learn the importance of regular school attendance. In addition, **it is important that students report to school on time.** Supervision **before 7:30 am** is intended for students who are enrolled in the Before Care program or attending breakfast. Students should not be dropped off outside the school's gate prior to 7:45 am. If students are dropped off early, they will be placed into the Before Care program and the parents will be billed. Instruction begins promptly at 8:00 am with bell work and morning routines. It is suggested that students arrive between 7:30 and 7:55 am to avoid any tardy issues. The arrival loop will be closed off at 7:55. Those arriving after 7:55 will need to park and escort their child (children) into the building. Please do not drop students off on \_\_\_\_\_ Road or in the parking lot; this is a safety hazard for your child.

### **STUDENT DROP OFF 7:30-7:55 a.m.**

As a commuter school, it is essential that all parents follow the legally approved traffic flow pattern for the School to ensure the safest and most efficient drop-off/pick-up for everyone.

All cars are to proceed around the back of the building using all four lanes for morning drop-off. Once you have pulled as far forward as possible, please place your vehicle in park before students disembark. Please follow the staff member's directions for releasing students from the car and for pulling away when children have safely reached the walkway. See the arrival diagram below:

**The safety of your children is our first priority. Please follow drop-off procedures very carefully to keep all of our children safe. Remember, cell phone use is strictly forbidden and stereo must be turned off while you are in the drop-off/pick-up line.**

Visitor Parking: The parking lot directly in front of the school has designated signs for all visitors. Please remember that parking is limited for events and that it is illegal to park in undesignated spots. Vehicles that are illegally parked will be subject to towing at the owner's expense. If you need to park at any time during our arrival or drop-off times, please notify our outdoor staff and we will gladly open up the visitor's area and allow you to park in the designated parking spots.

## **Attendance Policy:**

### ABSENCES

1. Your children should be in school every day as mandated by state law.
2. When you keep your child at home due to illness, please email **absences@\_\_\_\_\_charter.org** to report the absence. If you do not report the absence you will receive an unexcused absence call from the automated service.
3. Per SC law, after 3 unexcused absences the parent will be notified. After 6 unexcused absences parents will be warned that they are may be in violation of the state compulsory attendance law.
4. After 10 unexcused absences additional legal steps will be followed. The school and the staff will work with parents throughout this process to find ways to facilitate better attendance.
5. A student must be present for a minimum of 4 hours of instructional time to be considered present.
6. Students with excused absences will have 10 days to complete make up work.
7. If a student is picked up early, they will be marked absent for any classes they miss.

If a student has accrued ten (10) days of unexcused absences, he or she is subject to being withdrawn from the school roster. Under these circumstances, the student's seat at the School will be held for five (5) days after which the student's name will be placed on the wait list and that seat will be considered open for the admission of another student. Anytime a student returns to school after an absence, a note must be brought from home.

An absence is excused when a parent or guardian sends a note offering a legitimate explanation of the absence. Per the South Carolina Department of Education, *School Attendance and Student Accounting Manual*, there are only 7 legally allowable reasons for a student's absence; please review these in detail at [www.ed.sc.gov](http://www.ed.sc.gov). *The school does not support students missing school for vacation purposes nor can we change the absence status. Any student missing school for vacation must notify the administration. Notification must be made in writing at least two weeks in advance so teachers can have the appropriate work ready for each student.*

Absences not classified above will be considered unexcused, even with a note from a parent.

If you need to take your child out of school before the end of the school day, come to the school office **before** 2:15 p.m. to sign him/her out and a school employee will send for your child.

### PLANNED EXTENDED ABSENCES

Parents are urged to plan family trips during school vacations so as not to interfere with the learning process. Missing school for a family vacation is strongly discouraged and is considered to be an unexcused absence. However, if an extended student absence is unavoidable, the school should be notified in writing at least one week before the first day a student is out. Make-up work will be given to students either before or after the absence based on what the teacher deems as most beneficial for the student.

**Students who have 20 or more absences exhibit a pattern of absences and risk the possibility of retention.**

### TARDIES

#### **TARDY POLICY:**

A child is tardy when he/she is not in the classroom at 8:00 am. A student that enters a classroom after the start of class is considered tardy. All tardy students must be signed in at the front desk by a parent or guardian. (Do not just drop your child off at the front door, you must sign your child in.)

**Excused tardies are given for doctor's appointments with notes from the doctor and in the event of extreme emergencies.**

#### **Birthday Celebrations:**

It is our goal to protect all instructional time. Therefore, classroom birthday celebrations are not permitted. Due to the high number of food allergies present, birthday treats of any type will not be permitted.

#### **Book Bags/Folders/Personal Items:**

Book bags, backpacks, folders, or any other personal items should not display patches, entertainment insignias, drawings, obscene words, gang signs, or any other item that would be deemed inappropriate, offensive, or reflect negatively on our school. Failure to comply will constitute a uniform violation and be subject to detention and parental notification. No Lighted or wheeled backpacks are permitted.

#### **Bus Transportation:**

The School does not provide bus transportation. Therefore, parents are encouraged to car pool and make sure that students are dropped-off and picked-up during the posted school hours. Please see School Administration if you experience a hardship with transportation.

## **Cafeteria:**

\_\_\_\_\_ provides all breakfast and lunches for the School. The menus will support the National School Lunch Program. Lunch menus are located on the school's website on the School Information Page under, "Lunch Information." Lunch will be served in the multi-purpose room for all students. Students who bring lunch from home are able to purchase milk. NO LUNCH CHARGES can be made since public funds do not allow schools to extend credit. Although we understand there may be times when lunches are forgotten, we ask that parents not make a habit of dropping off lunches. The office staff is always willing to assist, but please understand that it can cause a major disruption to the day if lunches are dropped off after the start of the school day. Because we are trying to promote healthy eating habits, fast food **may not** be brought to school when a child forgets his/her lunch. Students are not allowed to bring sodas to school. In addition, we discourage sugary foods, candy, cookies, gum, and foods heavy in red dye. These foods can lead to hyperactivity and interfere with the learning process. There is no microwave access for students.

### **CAFETERIA BEHAVIOR**

Each student is required to show good manners, courtesy and consideration of other students and adults in the cafeteria. Students will enter and exit the cafeteria in an orderly fashion. Students will stand in a single file line while waiting for food, keep communication noise levels low, and stay seated unless they have been given permission to leave their seat. Containers are provided for the disposal of trash and each student is required to dispose of the trash from the top of his/her table and the area surrounding it before the lunch period is over (or immediately upon the request of the monitors). No student is allowed to leave the cafeteria during the lunch period without a written pass to some other area of the school. A student is not allowed to leave the school grounds during the lunch period. No food or beverage is to be taken out of the designated dining area at any time. The cafeteria expectations are posted and all students are expected to follow them at all times. Food or objects are not allowed to be thrown at any time while in the cafeteria as this poses a safety concern; such acts may result in disciplinary action.

### **Payment:**

The fees for school breakfast and lunch are as follows:

Breakfast	\$1.50	Reduced Breakfast	\$.30
Lunch	\$2.85	Reduced Lunch	\$.40

Payments may be made in cash or check (payable to the School). Please note that there is a \$30.00 fee for returned checks and you may be required to pay in cash or money order for the remainder of the school year. Days missed due to absences or fieldtrips are NOT credited. A special fieldtrip lunch will be provided. Milk can be purchased for .50 cents every day.

**Free/Reduced Price Lunches:** Free and reduced lunch applications are available in the office. Students qualifying for free or reduced meals will receive free milk at breakfast and lunch. Parents need to apply for this benefit every year. Applications should be completed and returned by September 7, 2016, for students starting school at the beginning of the school year. Students who enroll after the school year has begun should return their free/reduced lunch applications with their registration packets.

## **Care of School Property:**

Students are expected to respect the school buildings and property. Containers are provided throughout the buildings and grounds for proper disposal of waste. Marking or defacing school property is a serious offense leading to disciplinary action. Any student who damages/vandalizes school property will be required to make full restitution for damages. Chewing gum in the school building is forbidden. All food should be consumed in the cafeteria or area designated by the administration. Students arriving to school with coffee, breakfast drinks, and/or food will be sent to the cafeteria to finish consuming. If the student has not finished the food prior to the tardy bell, he or she will be marked as tardy. Any student who disregards expectations pertaining to care of school property may be subject to disciplinary action.

## **Cell Phone Policy:**

The possession of a cell phone by a student when school is in session is not allowed. Students who have cell phones at school will have the cell phone confiscated, and the phone will only be returned to the parent/guardian. If a cell phone is brought to school, and then lost or stolen, the school is not responsible for the loss.

Unauthorized electronic devices, such as handheld games and headphones, should not be brought to school. Students who bring unauthorized electronic devices to school will have them confiscated, unless authorized by administration. If these items are brought to school, and then lost or stolen, the school is not responsible for the loss.

Consequences are as following:

First Offense: The electronic device will be returned to the parent/guardian of the student.

Second Offense: The electronic device will be returned to the parent/guardian of the student and the student receives a detention.

Third Offense: Parent must sign paperwork that acknowledges that the electronic device will be returned at the end of the academic year.

Failure to surrender items will result in a disciplinary consequence.

## **Character/Citizenship:**

Students are expected to demonstrate superior character and citizenship. We encourage students to always do the right thing and seek the assistance of staff members when a troublesome situation arises. Follow the golden rule: Do unto others, as you would have them do unto you. Lend a helping hand whenever possible, always make good choices and act responsibly. We follow a Responsive Classroom system in our elementary grades and Developmental Design system in our middle grades. These are based on building community through good relationships, social skills, and engagement in learning. Elementary grades will start the day with morning meetings and middle grades will use an advisory period to start the day.

## **Child Abuse:**

State law requires that teachers, administrators and other school personnel must report suspected cases of abuse, abandonment, or neglect to the Berkeley County Department of Social Services (843-761-8044).

## **Communication with Parents:**

Communication is absolutely essential for success in any human endeavor. The administration and staff recognize this and will strive to facilitate open and frequent communication with parents at all times.

1. **Email:** Parents must keep updated email information with the school as many announcements are posted via technology from administration/teachers.
2. **Parent Link:** Parents must keep updated phone numbers with the school in the case of necessary telephone announcements.
3. **Newsletters:** Hard copies (front office) and electronic copies (emailed and posted on the website) are published periodically for the school. Grade level newsletters will generally be e-mailed weekly.
4. **Website:** Updates, calendars, forms, and school events are kept current on our website ([www.\\_\\_\\_\\_\\_ charter.org](http://www._____charter.org)).
5. **Flyers:** When necessary, hard copies will be sent home for fundraisers, events, and announcements. You can look for these to generally go home on Mondays.
6. **PTC** meetings are essential forums of information for parents. The monthly meetings are placed on the calendar and your participation will also count towards your volunteer hours.
7. **PowerSchool** is the computer system that gives all parents/students access to the school and teachers. The logins and passwords will be sent home at the beginning of the school year. You will have real time updates to all information.
8. **Phone Calls:** Every teacher has a voicemail and phone. If you call during instructional hours, you may leave a message with the front office staff, or may be asked to send an email to the teacher. Remember that teachers have two business days to respond to parent phone calls or emails.
9. **Personal Conferences:** It is the desire of the faculty and administrators to be of service to both parents and students, and every teacher welcomes a conference with any parent. We do require that such visits be made by appointment with the teacher at a convenient before-school or after-school time. **Parents are asked not to meet with a teacher before or after class unless a conference has been scheduled.** Teachers have been directed not to have impromptu conferences with parents at the classroom door before or after school. This distracts the teacher from supervision of the students during a crucial time of movement and compromises the confidentiality of your child's issues.

## **Discipline Policy:**

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behaviors; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a true desire to help the student to do what is right. Though few students desire discipline, they often need it in order to reach their full potential.

Each teacher will establish appropriate procedures for discipline in his/her classroom based on these guidelines. **The following list is not all-inclusive:**

- Students are expected to respect the authority of school personnel which includes but is not limited to: administration, teachers, staff, and substitutes.
- Malicious destruction of school property results in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.
- Students shall help keep the school clean at all times. There is to be no gum chewing

in the school building or on the school grounds.

- Items such as water pistols, matches, iPods, skateboards, hand held game devices, toys, weapons of any sort, etc. are not permitted at school.
- No items will be permitted that carry pictures or slogans referring to the drug culture or alcohol. No profane, abusive or slang language is to be used.
- There is zero tolerance for aggression, drugs and alcohol at school. Students that push, hit, bite, kick, harass, bully or use the internet in a negative way will be assigned an appropriate consequence, up to and including suspension or dismissal from the school, and/or referral to law enforcement.

## **Student Code of Conduct and Discipline Guidelines**

Every teacher shall endeavor to hold each pupil to a strict accountability for any disorderly conduct in school, in school sponsored activities, on the playgrounds of the school, on the street, while going to or returning from school and during intermission or recess. To assist the teacher, the administrators of the School have established regulations for the use of disciplinary measures within the schools and continually monitor and appraise their usefulness.

### **Positive Behavioral Interventions and Supports (PBIS):**

The School shall establish a school-wide system of discipline which utilizes positive behavioral supports. The School shall establish, post, and provide direct instruction on school-wide behavioral expectations to each student at the beginning of each school year and reinforce expectations throughout the school year. School personnel shall provide yearly training to all school staff on positive behavioral supports and the school-wide discipline plan. The School shall establish a school leadership team which meets regularly to review behavioral and related data and guide the positive behavior process.

Role of PBIS – A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior in any school. Clearly established rules must be taught to students, reinforced frequently, and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly, and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students.

### **Authority of School Principals:**

Principals shall have both the authority and the duty to take disciplinary action whenever the behavior of any pupil(s) materially interferes with or substantially disrupts the maintenance of a proper atmosphere for learning within the classroom or other parts of the school. Depending on the severity of the offense committed by the student, the principal retains the right and the responsibility to use any appropriate form of discipline available including suspension, recommending expulsion, and/or law enforcement. However, no pupil shall be disciplined in any manner by the School principal, teacher, or other school employee for the use of force upon another person when it can be reasonably concluded that the use of such force more probable than not was committed solely for the purpose of preventing a forcible offense against the pupil or a forcible offense provided that the force used must be reasonable and apparently necessary to prevent such offense. A pupil who is the aggressor or who brings on a difficulty cannot claim the right stated above to defend him or herself.

Authority of School Teachers:

A. Teaching Behavioral Expectations and Remediation of Deficits

Each teacher shall in the beginning of each school year and periodically throughout the school year provide his or her students with the rules of the school and how those apply in their particular classroom. The teacher should teach the behavioral expectation and provide a system to acknowledge appropriate behavior and remediate behavioral deficits.

B. In-School Alternatives and Preservation of Instructional Time

Since academic achievement is associated with the amount of instructional time received by a student, the use of alternatives (re-teaching, remediation, brief time-out in classroom, calls to parents, notes home, behavior plans) to removal from class is encouraged. In addition, counseling alternatives (school counselors and/or other appropriate mental health professionals or a contracted outside agency) are encouraged.

C. Each teacher may take disciplinary action (no state form required) to correct a pupil who disrupts a normal classroom activity, who is disrespectful to a teacher, who willfully disobeys a teacher, who uses abusive or foul language directed at a teacher or another pupil, who violates school rules or who interferes with an orderly education process. The disciplinary action taken by the teacher shall be in accordance with such regulations and procedures established by the school's Minor Infraction Policy and in accordance with the School policy.

Teacher and Staff Interventions:

A. Each school is required to have a documented Minor Infraction Policy in accordance with their School Wide Positive Behavior Support Implementation Plan.

B. The following classroom interventions may be utilized to correct student behavior.

- Restating of desired behavior and verbal reminder
- Re-teaching desired behavior; student-teacher conference
- Verbal warning
- Written warning, phone call/note home to parent
- Behavioral Contract
- Individual Behavior Management plan
- Referral to Student Services
- Denial of special privileges/work assignments
- Assignment of special extra duties
- Time Out
- Assignment of reasonable written or oral work
- Referral for a counseling session
- Peer mediation/conflict resolution
- Parent conference
- Detention

Minor Infractions:

A record of minor infractions for violation of classroom or school rules will be kept by the classroom teacher. Consequences for minor infractions should adhere to the following guidelines:

1<sup>st</sup> Infraction - Conference with student, documentation of infraction, and parental contact made by teacher

2<sup>nd</sup> Infraction - Conference with student, documentation of infraction, and parental

contact made by teacher

3<sup>rd</sup> Infraction - Conference with student, documentation of infraction, school specific intervention(s) and parental contact made by teacher

4<sup>th</sup> Infraction - Teacher completes major referral form for repeated rule violation.

Student Removal from the Classroom:

A pupil may be immediately removed from a classroom by the teacher and placed in custody of the administrator or designee if the pupil's behavior prevents the orderly instruction of other pupils, poses an immediate threat to the safety of pupils or the teacher, or when a pupil exhibits disrespectful or threatening behavior toward a teacher. If removed, the student shall receive credit for school work missed when it is completed by the student based on its accuracy. Students who are not preventing instruction may be referred to the office but do not warrant immediate removal.

Upon the pupil being removed from class and sent to the principal's office, the principal or designee shall advise the student of the particular misconduct of which he is accused as well as the basis for such accusation, and the pupil shall be given an opportunity to explain his version of the facts. The principal shall conduct a counseling session with the pupil to discuss the particular misconduct and establish a course of action. If the principal determines that the removal of the student from class was warranted, the pupil shall not be readmitted to the classroom until the principal has implemented one of the following disciplinary measures:

- Detention – After school and/or Saturday
- Suspension- Requiring the completion of all assigned school and homework which would have been assigned and completed by the pupil during the period of suspension.
- Any other disciplinary measure authorized by the principal with the concurrence of the teacher.

When a pupil has been removed from a classroom, the teacher may require the parent, tutor, or legal guardian of the pupil to have a conference with the teacher in the presence of the principal or his or her designee before the pupil is readmitted. Upon the pupil's third removal from the same classroom, the teacher and principal shall discuss the pupil's disruptive behavior and contemplated disciplinary measures to be taken before the principal implements such measures. If appropriate, a referral of the matter may be made to the Student Services Team. In addition, a conference between the teacher or other appropriate school employee and the pupil's parent, tutor or legal guardian shall be required prior to the pupil being readmitted. If the disruptive behavior persists, the teacher may request that the principal transfer the pupil into another setting.

Whenever a teacher is struck by a pupil, the pupil, in addition to any other discipline given, may be permanently removed from the teacher's classroom, unless the teacher objects, or unless the principal, with the concurrence of the Student Services Team, finds the striking incident to be entirely inadvertent.

Students who are suspended and/or expelled from school may not be on any school campus, school bus, or school event during the term of the suspension and/or expulsion.

Discipline assignments take precedence over all school activities (athletic events, band practice, field trips, etc.) Students suspended and/or expelled may not attend, participate

or represent the school in any school activity during the terms of that exclusion or removal. Students returned to campus after a recommended expulsion may continue to be prohibited from extracurricular activities.

If a student exits to another school or enters from another school discipline reports will be requested and reviewed.

Administrative Interventions and Definitions:

The following chart provides a written description of the disciplinary interventions (consequences) that may be assigned to a student that commits a behavior infraction.

**After School and/or Saturday Detention:** held at the school site. A staff member monitors the Detention activities. The child does not miss class time.

**Behavior Plan:** a student specific plan that is aimed at improving problem behavior. Parents, students and school staff work together to develop and implement this plan.

**Confiscation:** of cell phones and electronics: (Refer to Policy)  
For all other items (i.e. toys, games): at the principal's discretion

**Loss of Privileges:** revocation of the right to participate in social and/or extracurricular activities.

**Suspension:** a suspension from campus for a specified length of time not to exceed 10 days. The student is marked absent. The student must complete assignments and shall receive full credit for such work if it is completed satisfactorily and timely. A parent conference will be scheduled upon the student's return to school.

**Parent Contact/Conference:** phone calls, notes home, letters, meetings with parents, automated calls, emails.

**Expulsion**

The School will comply with S.C. Code Ann. Section 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.

The Board may expel any student whose continued presence in school constitutes a clear threat to the safety of other students or school staff. Students may be recommended for expulsion on the 4th offense that results in suspension and must be recommended for removal prior to the 11th day of out of school suspension and only after a Student Services Team meeting. This may be a result of habitual violations of school rules, or for other serious one-time infractions (drugs, weapons, and other serious offenses). A parent may waive their right to a due process hearing after meeting with a representative team from the school to discuss the problem behavior and select placement at an alternate school. If agreement between the parent and school cannot be reached, a due process hearing will be conducted by the Regional Director, who reviews the students discipline record, allows testimony from the student and school staff, and makes a determination if the student is removed from school or if other disciplinary action is taken. The Principal may recommend suspension or expulsion to the Board and Charter Schools USA's Regional Director of Education after following any additional due process requirements of South Carolina law.

Prior to suspension or expulsion, the student has the right to a fair hearing as outlined by the Code of Conduct.

Students will be granted due process rights, including the opportunity for a hearing before the Board, in accordance with the state law for suspensions and expulsions. A due process hearing will be conducted by the Regional Director who reviews the student's discipline record, allows testimony from the student and school staff, and makes a determination of whether the student is removed from school or if other disciplinary action is taken. The Regional Director will forward expulsion referrals to the SCPCSD. The Board shall notify parent(s)/guardian(s) in writing of the date, time, and place of the hearing. If the hearing is scheduled on short notice (less than four days), the Board shall confirm the date and time of the hearing with the parent(s)/guardian(s) by phone.

In the event that a hearing cannot be granted by the Board within ten days of the notice, the student shall be readmitted to the School on a probationary status pending the hearing, unless there is probable cause to believe that the student's presence in the School would constitute a threat to the safety or education of others. The student has the right to be represented by lay or legal counsel with the right to cross-examine witnesses and present evidence. If the family will be represented by legal counsel, notification must be provided to the Board three days in advance of the hearing. Hearings will be conducted at the SCPCSD's designated location and must be heard in the presence of all parties involved, including, but not limited to the student and parent(s)/guardian(s), the principal, and the Regional Director.

Offenses include but are not limited to the following:

- Fighting or other dangerous and/or disruptive behavior (hitting, kicking, harassing, pushing or biting)
- Possession or use of illegally-obtained drugs and tobacco
- Being under the influence or having alcoholic beverages on school grounds.
- Defacing or vandalism of school property
- Igniting any flammable substance
- Continual disruption of class
- Emotional outburst
- Profanity
- Insubordination
- Disrespect
- Peer Conflict

**Referral to Student Services or Mental Health Professional:** school based counseling or mental health services aimed at improving student behavior. Students will receive conflict management counseling, self-control tips, effective communication training, anger management counseling and other counseling as needed. Written parental consent is required for mental health services.

**Restitution or Repair:** payment or repair for damages to personal or school property.

**School Specific Interventions:** interventions that are used for certain behavior infractions.

**Threat Assessment:** multidisciplinary assessment used to validate a verbal, nonverbal or written threat by a student. Student and parent interviews are conducted if necessary.

**Time out:** a disciplinary action that allows the student time to reflect and refocus. The child is given time to sit quietly, to calm down and to refocus on the expected behaviors before returning to group instruction. It can be given in the classroom, in the office or in another classroom. Middle school students may be assigned a consequence that is more age-appropriate.

#### Due Process in Disciplinary Procedures:

Every student must be afforded due process in disciplinary procedures. Procedural due process is essentially based on the concept of "fundamental fairness". It includes an individual's right to be adequately notified of charges or proceedings, and the opportunity to be heard at these proceedings. When a student has been written up and presents to the office the following must occur:

1. The student must be told what he is accused of and by whom (faculty member)
2. The student must be given an opportunity to tell his version of the facts
3. Student must be allowed to provide any witnesses to the event
4. The student must be informed of the administrator's action on the infraction (consequence)
5. Parents must be notified by personal phone call at the numbers provided if the disposition is one of the following: Detention, Out of School Suspension (a letter must be mailed to home address on file).
6. Parents are not present during the principal's investigation or interviewing of the student.

The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other aggravating or mitigating circumstances will be considered in determining which actions should be taken.

For IDEA-eligible EC students, suspension and expulsions shall follow applicable federal, state and CSUSA laws/policies and provisions of the Individual Education Plan. Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable federal, state and CSUSA laws/policies as well as provisions of the Section 504 Accommodation Plan.

### Levels of Disciplinary Action

The School works diligently to provide an optimal learning environment for all students. Nonetheless, at times students may become disruptive, talkative, disrespectful, etc. To better deal with these types of behaviors, teachers and administrators will work collaboratively to implement a **Progressive Discipline Plan** and continue to implement the following alternatives to suspensions. Staff members responsible for student discipline will receive training on FAPE requirements to ensure that state policies are followed related to the discipline of students of disabilities.

The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other circumstances will be considered in determining which actions should be taken.

Please note that for any suspension, parents are required to attend a parent conference with administration prior to the return to school.

<b>Level 1 Infractions are acts that disrupt the orderly operation of the school environment.</b>		
<b>Infraction</b>	<b>Definition of Infraction</b>	<b>Consequences</b>
Uses Profanity or Obscenities	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used to another. Including swearing/cursing or name calling, including writing or drawing words or images that considered obscene or profane.	Assign consequences appropriate for the type and number of infractions that can include:  <i>Parent contact</i> <i>Detention</i> <i>Conference with student and/or parent</i> <i>Loss of privileges</i> <i>Reprimand</i> <i>Work Assignment</i> <i>Behavior plan</i> <i>Referral to Student Services</i> <i>Suspension</i> <i>Time Out</i>  <b>Note:</b> Repeated violations of Level 1 infractions will be coded as Level 2- Repeated Rule Violation
Disturbs the school	Behavior causing major disruption of instruction or any school activity that includes, but is not limited to, sustained loud talking, yelling or screaming, noise with materials, and/or sustained out of seat behavior.	
Violates traffic and safety regulations	To break any rule or law that pertains to the obstruction and flow of traffic and/or safety regulations.	
Gambling	Wagering money or property	
Improper Dress/Dress Code Violation	Out-of-dress code	
Academic Dishonesty	Cheating that occurs in relation to a formal academic exercise may include plagiarism, fabrication, or deception	
Misusing the Internet or other forms of technology	Violating the Internet Use Policy	
<b>Level 2 Offenses which may seriously disrupt the learning environment</b>		
<b>Infraction</b>	<b>Definition of Infraction</b>	<b>Consequences</b>
Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority	<b>1<sup>st</sup> Step:</b> (*Note: Step 1 may be repeated at the discretion of the administration. Level 1 consequences may be assigned as well.) <i>Assign detention</i> <i>Parent Contact</i> <i>Conduct parent conference</i>  <b>2<sup>nd</sup> Step:</b> <i>1 Day Out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i>  <b>3<sup>rd</sup> Step:</b> <i>3 Day Out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i>  <b>4<sup>th</sup> Step:</b> <i>5 Day out of School Suspension</i>
Treats an authority with disrespect	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.	
Conduct injurious to others (no intent)	Any unintentional but not malicious act that causes injury, damage, or pain to another.	
Cuts, defaces, or damages any part of the building or equipment (Under \$100.00)	Damage, destruction, or defacement of property belonging to the school valued under \$100.00	
Leaves Classroom without permission- Skipping Class	Exiting a classroom or instructional area without permission of the instructor. Student stays out of class without permission of a school staff more than 10 minutes.	

Is guilty of stealing (valued at less than \$100)	Taking or obtaining the property of another without permission or knowledge of the owner without violence.	<i>Parent Contact</i> <i>Conduct parent conference</i>
Bullying/Harassment/Threatening	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. This includes any act above done through the use of technology (cyber bullying) which can occur on or off school property.	
Forgery	To use, make, or reproduce another's signature	
Possession of obscene/pornographic material	Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.)	

**Level 3- Serious Offenses that compromise safety of the school community**

<b>Infraction</b>	<b>Definition of Infraction</b>	<b>Consequences</b>
Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statement or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.	<b>1<sup>st</sup> Step:</b> (*Note: Step 1 may be repeated at the discretion of the administration. Level 1 consequences may be assigned as well.) <i>Assign detention</i> <i>Parent Contact</i> <i>Conduct parent conference</i> <i>2 Day out of School Suspension</i>
Using profane or obscene language to an adult	Vulgar verbal messages, words or gestures that include swearing or name calling	<b>2<sup>nd</sup> Step:</b> <i>3 Day Out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i>
Is guilty of immoral or vicious practices	Isolated incident that is an unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical or racial component. Act that is dangerous, aggressive or would be perceived as disturbing and not conforming to approved standard of social behavior.	<b>3<sup>rd</sup> Step:</b> <i>5 Day Out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i>
Is guilty of conduct or habit injurious to his associates	Any intentional but not malicious act that causes injury, damage or pain to another.	<b>4<sup>th</sup> Step:</b> <i>Parent Contact</i> <i>Conduct parent conference</i>
Uses or possesses tobacco products or lighter	The possession, use, purchase, intent to distribution, concealment or sale of tobacco products, e-cigarette or lighters.	
Cut, defaces, or damages any part of public school building/Vandalism over \$100.00 (requires restitution)	Damage, destruction, or defacement of property belonging to the school or others valued at over a \$100.00	
Instigates or participates in fights	A hostile confrontation resulting in physical contact or an attempt at physical contact.	
Repeatedly Leaves	Exiting a classroom or instructional area	

Classroom without permission after Level 2 consequences have already been delivered.	without explicit permission.	
Is guilty of stealing over \$100.00 (requires restitution)	Taking or gaining the property of another, valued over \$100.00.	
False Alarm	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911 or discharging a fire extinguisher.	
Public indecency	Exposure of body parts in public view.	
Trespassing violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of property has been denied, or who remains on the property once notified or requested to leave.	
Failure to serve assigned consequence	Failure to serve Detention, Out of School Suspension or other assigned consequence.	
<b>Level 4 Infractions-Serious offenses which involve law enforcement intervention</b>		
<b>Infraction</b>	<b>Definition of Infraction</b>	<b>Consequences</b>
Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.	The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, purchase or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled substance or any paraphernalia linked to above on school grounds, at school-sponsored events or on school transportation vehicles.	<i>Referral to Law Enforcement Recommendation for Expulsion</i>
Uses or possesses alcoholic beverages.	The possession, use, purchase, intent to distribute, concealment, distribution, sale or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.	
Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code	Possessing weapon(s) designed to expel a projectile by action of an explosive.	
Possesses Firearms (not prohibited by federal law), knives, or other implements which may be used to inflict harm or injury.	Possesses firearms, knives or blades, which may be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/or storage space.	
Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause	

		physical harm or precipitate a fight or campus disturbance.
Leaves school premises without permission	school without	Exiting a school campus without explicit permission of the instructor.
Commits other offense	any serious	Any other serious offense not covered by any other of these codes resulting in need for law enforcement intervention.

Procedures for reporting suspected incidents of bullying:

The definition of Bullying:

A pattern of one or more of the following:

- gestures, including but not limited to obscene gestures and making faces;
- written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumor;
- electronic communication including but not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device;
- physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property;
- repeatedly and purposefully shunning or excluding from activities;

Where the pattern of behavior is exhibited while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school sponsored activity or event.

The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

The principal/designee is responsible for receiving complaints alleging violations of the bullying policy. All school employees and parents chaperoning or supervising school-sponsored functions and events are required to report alleged violations of this policy to the principal or the principal's designee. A verbal report must be reported to the principal/designee on the same day as the employee or parents witnessed or otherwise learned of the incident and a written report must be filed no later than two days thereafter. The written report must be obtained from the principal/designee. The principal/designee will initiate an investigation into the bullying incident no later than the next business day that school is in session.

The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

## **Dismissal Procedure:**

Please avoid calling the front office during dismissal (2:45 p.m. thru 3:30 p.m.)

Students must leave the school grounds immediately after dismissal unless enrolled in the After Care Program or an after school activity (Tutoring/Sport/Club) supervised by a staff member. Parents must pick up their child at the designated dismissal time for each grade level. Please refer to the parent contract, operating hours and Arrival Procedures for additional information.

Only individuals listed on the PowerSchool pickup rights and EMERGENCY CONTACT CARD will be allowed to pick-up students from the school. Valid photo identification will be required of all individuals picking-up students. If someone arrives at the school to seek the release of a student and the person's name is not on the emergency contact card or the person does not have valid photo identification, the student will not be released.

To avoid having the school become involved in personal family conflicts, parents or guardians should submit to school authorities a copy of any legal documents, which indicate who has legal access to the child and his/her records during school hours. In the absence of legal documentation, **school officials will provide access only to those individuals whose names appear on the student's emergency contact card and custodial parents.** Friends and strangers will be denied access to a student in the absence of verified parental consent.

**Students not picked up by 3:45 pm will be sent to After Care by school personnel and the parent will be assessed the daily After Care fee. Students designated as walkers must have a signed form on file in the main office.**

**All parents must remain outside the school at dismissal time. Students will be sent to the designated pick up area.**

### **PLEASE OBSERVE THE PICK UP PROCEDURES:**

**Students will be dismissed from school by one of the following ways:**

- 1. Car Rider/Off-Site After Care Program**
- 2. Aftercare/ Afterschool Program**
- 3. Student Walker:**
  - 2:45 – 3:15 Kindergarten
  - 3:00 – 3:30 First through Sixth Grades

#### **1. Car Rider/Off-Site After Care Program**

- All Students that have an older sibling, will wait in the designated location under supervision until the 3:30 pm dismissal time. Parents of multiple grade level students are asked to come at the oldest child's dismissal time as we will only dismiss as a family.
- If your child will be attending an off-site provider, you must notify the school in writing and provide the specific information. You must contact the provider and give them our dismissal information. Students on buses/vans

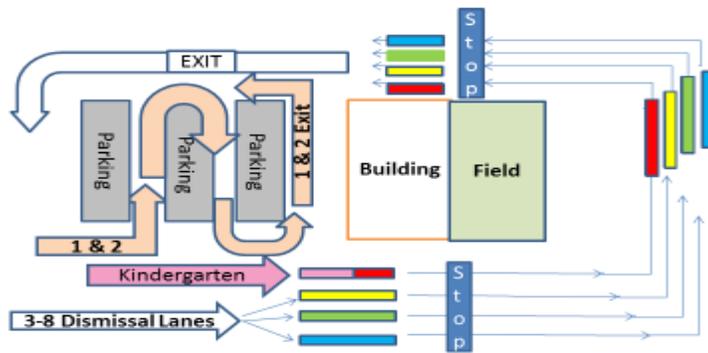
will meet in one designated area, supervised, and dismissed as a group when the vehicle arrives.

- Please notify the school, in writing, if there is a change in dismissal routine for an off-site provider.

Parents, Car Pool Cars and Vans will be provided a numbered placard by the school with child's/children's names, teacher and grade level(s) written in clear print, last name included. Placards should be placed on the driver's side window so that staff can clearly read the number. These will be color coordinated to help us with our staggered dismissal process.

As a commuter school, it is essential that all parents follow the legally approved traffic flow pattern for the School (see diagram below) to ensure the safest and most efficient pick-up for everyone.

The safety of your children is our first priority. Please follow pick up procedures very carefully to keep all of our children safe. *Remember, cell phone use is strictly forbidden and radios and cd players must be turned off while you are in the drop-off/pick-up line.*



Visitor Parking: The parking lot directly in front of the school is designated for all visitors. Please remember that parking is limited for events and that it is illegal to park in undesignated spots. Vehicles that are illegally parked will be subject to towing at the owner's expense.

AGAIN, PLEASE DO NOT TALK ON YOUR CELL PHONE WHILE IN THE PICK UP LINES!!!! IT ENDANGERS THE STAFF AND STUDENTS.

### Late Fee Schedule

3:31 p.m. - 3:45 p.m.	\$15.00
3:46 p.m. - 4:00 p.m.	\$20.00
4:01 p.m. - 4:15 p.m.	\$25.00
4:16 p.m. - 6:00 p.m.	\$30.00

\*Any child picked up after 6:00 p.m. will be charged the late fee and an additional \$2.00 per minute.

## 2. Aftercare/Afterschool Program

Parents must pay separately for this program which is run on-campus with the School staff. Activities include snack/drink, homework assistance, recess, arts/crafts, and various pre-planned specials. Please contact our Before and After-school Director for additional information.

If a parent wants a child to walk home on a daily basis, the parent must complete and return the Walker Permission Form. No students under Grade 2 are permitted to walk off-property unless accompanied by an adult and/or with permission to walk with an older sibling. We ask that parents do not park in front of the school in the car loop.

### EARLY DISMISSAL

Any student leaving school prior to dismissal will have an early dismissal logged to his/her record. Excused early dismissals are given for doctor's appointments with notes from the doctor. To receive an excused early dismissal, a doctor's note should be brought to school the next day. No doctor's notes will be accepted late.

If you need to take your child out of school before the end of the school day, come to the school office and sign him/her out and a school employee will send for your child. Due to the nature of our dismissal process, no early dismissals are permitted after 2:30 p.m.

Students will not be dismissed from the classroom to a parent. Parents need to sign their child out on the sign-out log and wait for their child to come to the main office.

### Dress Code:

A higher standard of dress encourages greater respect for individuals, students and others, and results in a higher standard of behavior. As a result, the students at the School will be expected to wear school uniforms and follow the dress code as set forth in this written policy and as agreed upon in your Parent Contract.

Furthermore, the faculty at the School is mindful of the fact that the uniform needs for the Elementary school students may differ from those of the Middle School students in some respects. In addition, as times change, so may the policies and guidelines as they relate to the uniform requirements at the School. Therefore, it is anticipated that this policy may be amended, altered and changed throughout the years. It is expected that any changes will be first addressed by interested members of both the faculty and parents, and then brought before the SAC for approval, with final approval being made at the principal's discretion. This policy will attempt to distinguish between Elementary School students and Middle School students wherever differences are applicable. In the absence of a specific indication that a policy applies to either Elementary School students or Middle School students, it shall be assumed that the policy applies equally to both.

The following guidelines apply to all students at the School, whether the students are in Elementary or Middle School, with appropriate indications where a policy differs slightly between Elementary and Middle School students. In the absence of a specific indication that a policy applies to either Elementary School students or Middle School students, it shall be assumed that the policy applies equally to both.

**Shirts:** All students must wear the School designated school shirt, which will be purchased through (TBD). The shirts will be emblazoned with a school logo. Shirts will be worn **tucked in** and must be in good condition.

- A. **Elementary School:** students will be required to wear the red polo shirt. These shirts must be purchased from (TBD) and have the embroidered the School logo. Shirts must be tucked in and in good condition.
- B. **Middle School Shirts:** students will be required to wear the white or navy blue polo shirts. These shirts must be purchased from (TBD) and have the embroidered the School logo. Shirts must be tucked in and in good condition.  
P.E. t-shirts/gym shorts are only allowed on the class designated P.E. day per the rotation schedule on the School Calendar.

**Undershirts:** Students at the School are permitted to wear white undershirts under their School approved polo shirt. Please note that long-sleeved undershirts may only be worn under long-sleeved polo shirts.

**Pants:** All Elementary and Middle School students must wear the uniform short or long pants that are provided by (TBD) with the School logo. Very light Khaki pants are not acceptable. Pants may be in the form of long or shorts as sold at (TBD). Pants must be worn at the natural waistline. Female students will have the option to purchase from (TBD) the approved skort with the School logo. All shorts/slacks/skort must be in good shape with no holes and appropriately sized for your child.

**Uniform procedures while waiting for your order:** In the event that your child is new to the School and has to start school without the required uniform, please staple a copy of your uniform order receipt to the inside of your child's agenda book. By doing this we understand that your child's uniform has been ordered and is on the way very shortly. While waiting for the order students must wear a red polo shirt in elementary grades or a Navy/White polo shirt in the middle school grades along with Khaki shorts/slacks/skort. No capris or skirts are allowed.

**Belts:** Belts must be worn on all pants. Belts can only be blue, black, khaki, white, or brown with no spikes, chains, offensive pictures/words, or ornamentation.

**Jewelry:** At all times, jewelry must be tasteful and tactful. Chains/necklaces must be tucked inside the shirt. Unusual body piercing will not be permitted. The School Administration has the final word on what jewelry will be permitted.

- Elementary and Middle School students will not be permitted to wear large hoop earrings.

**Make-Up:**

- Elementary School students are not permitted to wear make-up.
- Middle School students are permitted to wear tasteful and tactful make-up.
- Final decisions regarding tastefulness will rest with Administration.

**Hair:** Hair must be kept neat and clean with no "unnatural" colors, styles or designs, i.e. florescent, bright green, extreme highlights such as blond tips on black hair, Mohawk, or pictures shaved into the hair. If hair is braided, it must be neat. Final decisions regarding tastefulness will rest with Administration.

Hats: No hats, bandanas, or hoods may be worn. Exceptions may be made for spirit type hats or head coverings as approved by Administration on special occasions.

Purses: The School students are permitted to carry purses; however, the School is not responsible for the loss of any items brought to school in purse/like items.

Shoes: Students must wear closed-heel and closed-toe shoes at all times. Exceptions may be made for certain occasions of dress up, such as special presentations and dances. No sandals, heels, flip-flops, bedroom slippers, “Heelys” (tennis shoes with wheels), boots of any kind or shoes with metal tips with non-marking soles, may be worn. No fluorescent colored shoes or light up shoes will be allowed. The final word on the acceptance of any type of shoe will be left up to the discretion of Administration.

Socks: Students must wear **white, navy blue, gray or black solid color socks only.**

Sweatshirts/Outerwear: The School students may only wear the navy blue sweatshirts, without hoods, as sold by (TBD) which includes the School logo.

Cold Weather Dress: When the weather cools in South Carolina, the School has a policy in place regarding cool weather conditions. If the temperature drops to 50 degrees or below, students are permitted to wear a non-School outerwear such as a winter jacket upon arrival or dismissal. All coats/jackets, hats, hoods, mittens, gloves, scarves, etc. must be removed once a student enters the building.

Students will **NOT** be permitted to wear a long –sleeved shirt under their school uniform shirt on cold weather days. (See Undershirts section of shirt requirements above) Spirit Wear may only be worn on designated spirit days.

Honor Roll Assemblies: Honor Roll Assemblies are special “dress up” days at the School. Children receiving an award may wear the regulation uniform on that day, or choose to dress up to receive their award. It is NOT a dress down day. On Honor Roll Assembly days, children may not deviate from the closed toe shoe policy, as discussed under “Shoes” above.

PE T-Shirts/Gym Shorts: Students at the School are permitted to wear the School t-shirt and gym shorts (as sold by the uniform store) on the specific days that student has physical education. PE clothing can only be worn on your child’s designated PE Day.

General: At no time are students to wear anything displaying language or images that disrupt the educational environment. **ALL CLOTHING SHOULD BE LABELED WITH NAME.** ***Parents of students in Kindergarten and First grades are required to leave a Ziploc bag labeled with the child’s name with a spare change of uniform clothes in the classroom throughout the year.***

### UNIFORM VIOLATIONS

Level I – Verbal warning (unless violation is a distraction to school in which case parent will be called to obtain correct uniform).

Level II – School sends home a uniform violation note.

Level III – Student will call parent from office to obtain correct uniform. Student will wait in the office for parent to bring correct uniform.

### Volunteer Dress code:

As we are protecting an educational environment we ask that volunteers dress in business casual attire. Yoga pants, running shorts, tank tops, halter tops and blue jeans do not convey the professional look that we expect. In addition, sandals and flip flops are not permitted as they increase the risk of trips, slips and falls.

### Emergencies:

**Illness:** The importance of regular attendance cannot be over-emphasized, but students should not be sent to school when they are ill. Students will be sent home if they have a temperature of 99 degrees or above. In order for a child to return to school, he/she will need to be fever-free, diarrhea-free, and vomit-free for a minimum of 24 hours. If a student becomes ill during the school day and it appears that they would be best cared for at home, the parent will be contacted. There are very limited facilities in the school, making it impossible to keep sick students for long periods of time. School personnel need to be notified of any student's chronic illness (i.e. asthma, diabetes, heart conditions or seizures). This heightens awareness in case of an emergency. Please update Emergency Contact Information whenever changes occur.

Students will not be permitted to take calls from parents to see how they are feeling. The school will contact you if your child is not feeling well.

**PLEASE KEEP YOUR CHILD'S EMERGENCY CARD & POWERSCHOOL CONTACT INFO UPDATED.**

### Family Educational Rights and Privacy Act:

The School will comply with provisions of the revised Family Rights and Privacy Act, which became a Federal law in November, 1974. The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interests will have access to your child's educational records. In special instances, you may consent to allow other agencies working with your child to have access to those records.

### Field Trips:

As a learning experience, teachers may plan field trips. Parents may be asked to assist the teacher as chaperones. Chaperones must be at least 21 years of age. Parents serving in this capacity may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours. Parents accompanying students on field trips must be fingerprinted and have a background check.

1. Participation in field trips is a privilege, not a right.
2. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip for reasons relating to behavior or conduct.
3. Students may also be excluded from attending a trip or activity if they:
  - a. Have received excessive referrals or major code violations
  - b. Have excessive tardies or absences
  - c. Have been suspended during the current semester of the field trip

4. If a student has been excluded from a trip or activity as a result of the abovementioned items, a refund will not be issued.

Parent permission must be given for students to participate in field trips. The teacher will send permission slips and information about each field trip 2-4 weeks prior to each fieldtrip. Money and permission slips must be turned in according to the teacher's instructions, prior to the field trip or the *student will not be permitted to take part in the field trip without a completed signed permission slip*. Students are to be dressed in the appropriate designated uniform/outfit as communicated by the School.

Students participating on the field trip are required to ride on the charter bus. Parents attending the field trip may not sign their own child (children) out from the site at the end of the scheduled field trip, however, if a student does not ride the bus to the field trip they will be marked absent from school for that day.

**Early dismissal from a field trip site is not permitted.**

## **Grading Scale**

Grades K-1	Grades 2-7
E – Excellent	90-100% A- Outstanding Performance
S – Satisfactory	80-89% B- Above Average Progress
N – Needs Improvement	70-79% C- Average Progress
U – Unsatisfactory	60-69% D- Unsatisfactory Progress
	0-59% F- Failure

## **Grievance Procedure:**

Students or parents may invoke the grievance process by requesting a conference with the principal to appeal any final decision of school personnel. Requests for conferences must be made in writing within twenty-one (21) calendar days of the event giving rise to the grievance. The School's policy holds that academic concerns are first discussed with the teacher. If the parent determines that the academic concern has not been adequately addressed, then the parent may request a conference with the principal. The principal or assistant principal will hold the conference within five (5) school days of receiving the request. The principal or assistant principal will provide the student or parent a written decision on the grievance within five (5) days of holding the conference.

Within five (5) school days following receipt of the principal or assistant principal's decision, the student or parent may appeal the decision to CSUSA. CSUSA will review the decision including any additional written documentation provided from the student, parent or administrator. CSUSA will provide the student, parent and administration a written response within ten (10) school days of receiving the appeal.

If the grievance is not resolved through the school administration or CSUSA, the student or parent may appeal to the Board of Directors within five (5) school days following receipt of the response from CSUSA. The Board will review the written documentation and decisions from the administration and CSUSA and will issue a final written decision within thirty (30) calendar days of receiving the appeal.

It is the desire of the school, the Board, and CSUSA to create the best learning environment for each student, including working to resolve concerns parents have regarding child's academic environment.

### **Hallway Behavior:**

Students should travel through the hallways quietly to avoid interrupting ongoing classes. Students should always arrive to class on time. For safety reasons students should walk on the right side of the hallway and keep their hands, feet and other objects off the corridor walls. Students should be at a voice level zero in the hallways.

### **Home Learning Policy:**

The purpose of home learning is to develop study habits in children early on in their academic lives. It is also used to reinforce concepts that have been taught or to work on projects that have been assigned. If a child does not understand his/her assignment after trying to do it at home, please send a note to the teacher indicating the problem.

Teachers use the following time schedule as a guide when assigning home learning:

<b>Home learning</b>		<b>Reading and Log</b>
Grade K	10 minutes	10 minutes
Grade 1	20 minutes	10 minutes
Grade 2	20 minutes	20 minutes
Grade 3	30 minutes	30 minutes
Grade 4	45 minutes	30 minutes
Grade 5	45 minutes	30 minutes
Grade 6-8	45-60 minutes	30 minutes

These times are a guide and are based on the average child's ability and on concentrated, undistracted time for doing home learning. Some days' home learning assignment may take less time or may take slightly more time on any given day. A child who does not complete class work in class may have to complete class work in addition to home learning. Reading Log requirements will be sent home by the teacher.

Assignments should be completed on time and properly written. The only acceptable excuse for not completing home learning is the student's illness or a written note stating an emergency, which prevented home learning from being completed. If a student fails to bring in home learning, he/she should complete it for the following day. If a child consistently fails to complete home learning, there may be consequences in the classroom. It is important to note that home learning is the student's responsibility.

All students will be required to write their assignments in their school agenda. Parents are asked to sign the agenda each night to ensure effective communication. Parents not signing the agenda may result in student receiving a disciplinary warning or corrective action.

The parent's responsibility is to provide a quiet environment and assistance when needed. In addition, parents may help in the following ways:

- Show an interest in your child's work.
- Provide a place and time for quiet study.
- Assist in practicing with spelling words and number combinations.

- Encourage home reading and listen to your child read.
- Review the homework for neatness and completeness.
- Refrain from doing the work for your child.
- Discuss problems related to home study with your child's teacher.

Students will not be permitted to return to a classroom after dismissal to get home learning assignments and projects. This also includes the students participating in the aftercare program. Assignments will not be accepted at the office from parents.

### MISSED HOMEWORK

On the third homework assignment not turned in on time, the teacher will assign a detention. For each occurrence after the third missed assignment, the child will receive an additional detention or Saturday School. Children with chronic homework infractions are referred to the school administration for possible disciplinary action.

### Honor Roll Requirement:

#### QUARTERLY AWARDS

High Honor Roll - All As or equivalent in academic subjects

Honor Roll - All As and Bs or equivalent in academic subjects

#### END OF YEAR AWARDS

A variety of awards will be given covering numerous academic and nonacademic areas at the end of the school year.

### Injury:

An accident report will be completed and filed for accidents.

The procedures listed below will be followed for an injured student:

- Teachers will send the student to the office if the injury is minor.
- Teachers will notify the office if the student is unable to be moved.
- School personnel will administer basic first aid.
- The parent(s) will be called and the injury described. For minor injury, the parent will make the decision about retrieving the student from the school. Emergency contact persons will be called if parent cannot be reached.
- The Emergency Services will be called for critical injuries that require the type of care that school personnel cannot offer, and the parent or emergency contact will be notified.

### Instructional Books, Equipment, Materials, and Supplies:

All textbooks needed by students for school and homework assignments are furnished by the school. The school is also able to provide the materials and equipment requested by teachers for classroom instruction.

Students need to realize that books and materials are expensive and that they should be cared for properly. Students are required to cover all books that are issued to them. A brown

grocery bag makes an excellent book cover. At the beginning of the school year, some businesses offer free book covers to the students. Students should print their names and room number on the front of each removable book cover. Books should not be written in or on. Charges will be made for damaged or lost books and/or materials. Students should learn to be responsible for the care of personal and school materials.

Students will be expected to provide all basic supplies such as paper, pencils, crayons, rulers, scissors, markers, glue, etc. Any additional supply needs will be requested in writing by the classroom teacher. Please help your child come prepared for school by packing his/her homework and supplies in the evening to avoid the last minute morning rush. Ultimately, it is the student's responsibility to check and be sure that everything needed for the next day has been packed.

### **Labels:**

Please have your child's name (First and Last) on all personal property such as: lunch boxes, sweaters, raincoats, etc. It is particularly important with the logo'd attire.

### **Lost and Found:**

Please label all clothing as it makes it easier to return lost items to their owner. Anytime a student loses an item, he/she may go to the "Lost and Found" in the multi-purpose room to claim it. There are many items lost and never claimed each year. These items are donated monthly to various charitable institutions.

### **Medication:**

The administering or dispensing of any medicines (including non-prescription medication) to students by employees of the school without specific written authorization by the physician & parents of the student is forbidden. If it is absolutely necessary that the child take any medication while he/she is in school, and a physician's form is not signed, the parent may come to the school to administer medication personally. A Physician's Form may be obtained from the school office. The medication will be kept in the office and will be administered by office personnel. Students are not allowed to have any medication (not even over the counter medication) in their possession. Parents should pick up and drop off medicine in the office. Students are responsible to come to the office at the appropriate time to ask for their medication. It is not the responsibility of the office staff to remind the student. Please inform your child's teacher of any medication procedures.

### **Money Collection:**

All money that is sent in to the school for Cafeteria Balances, Aftercare, Agenda Books, ID Badges, School T-Shirts, Fundraisers, etc., **MUST BE CASH, MONEY ORDER, or checks drawn on local banks ONLY.**

### **Parent Teacher Cooperatives (PTCs):**

The School truly believes that the involvement of parents in the education of a child is essential. Not only is academic communication important, the volunteer involvement of parents is important to benefit the programs of the school. The School PTC is structured in a manner that respects the importance of time with family, engagement in the school community, and the opportunity to enrich the programs of the school for students.

A major component of the School PTC is the team structure for events, fundraisers, and

identified needs of the school. A parent can focus their talents and areas of personal enjoyment with the events and opportunities of the school. Volunteer organizations have always known that putting the right volunteers in the right places always increases retention of volunteers and the success of the organizational efforts. The School intends to put these lessons into practice and harness the immense abilities within our school.

Your close involvement with your child's class and homeroom teacher will also help our school raise funds to enhance the programs of the school. Again, your homeroom teacher will always be the point of contact to volunteer in the campaigns and help the school efforts. The room parent(s) will be a great help in organizing and coordinating the efforts with the teacher to keep everyone informed and engaged.

The primary mode of volunteering will always be with your child's classroom and grade level. Each grade level will facilitate major events for their students. This will require close cooperation between the parents and teachers. Teachers will share the major events they are planning and coordinate with parents to form teams to make the event a success. Most grade levels will host one major and one minor event each year. Teachers will coordinate with parents to organize small groups and teams to host a successful event. These events will also facilitate a parent's ability to completely fulfill their volunteer hours. Parents with multiple children in the school will always be able to find opportunities to work with multiple grade level events and fulfill their hours.

Your teacher will be in touch consistently to recruit for parent-teacher teams for events, causes, fundraisers, and school tasks. They can include, but are not limited to lunch monitor duties, fund raising, field trips, class presentations, etc. The School intends to reach out and tap in to your talents and gifts to bring learning to life in our school.

### **Parent Volunteering:**

Parents will have many opportunities to volunteer their time both at school and at home. Volunteer sign-ups will be available throughout the school year's events. Other opportunities are announced throughout the school year.

Parents are encouraged to volunteer a minimum of 20 service hours per family each school year (or prorated to two hours a month for students enrolling after the school year has begun). The School will work diligently with families to provide volunteer options, both on and off campus to meet their individual needs.

Parents who wish to volunteer during the school day may be asked to use the volunteer room to assist the teacher but depending may be asked not to volunteer in the classroom during instructional time due to privacy issues. Teachers who desire volunteer assistance in their classroom during instructional hours will reach out to parents for assistance. Otherwise, parent volunteers will need to remain in the volunteer room or the cafeteria during the school day (during instructional time).

No volunteer may grade a child's work nor file any students work.

Siblings who do not attend the School will not be permitted into the building, with the exception of arrival or dismissal, awards ceremonies, or special evening events.

## **Pediculosis (HEAD LICE) and Eye Infections:**

Students will be checked periodically for head lice. Students will be sent home immediately if school personnel suspect lice in his/her hair.

The students may not return to school until treatment has been administered and all nits have been removed from the hair. Upon returning to school, the student will be checked to determine if any nits are still present before admission to class. To prevent an outbreak of head lice, parents are asked to examine the hair of their children weekly, and shampoo frequently.

Any eye conditions that do appear to be infectious need to be cleared by a doctor in order for the student to return to school. This is for the protection of the student and their classmates.

## **Report Card Distribution:**

Report cards will be sent home with the student for at the end of the quarter.

## **Returned Checks:**

Returned checks to the school are charged a \$35.00 returned check fee. Although banks notify their checking customers first, a courtesy letter may be sent home as a reminder from the school. Payment for the returned check should be made in cash or money order. The returned check and \$35.00 fee should be made within 7 days of notification from the school. After two returned checks to the school, a family may not pay by check for anything else at school.

## **Rewards Programs:**

The School will participate in the following “rewards” programs that donate money to our school just for mentioning the ID number when making purchases:

- *Box Tops for Education* (each top is worth 10 Cents, drop off at front desk).
- *Campbell's Soup Labels* (school receives supplies, drop off at front desk).
- *Pop-tops for Ronald McDonald House* (drop off at front desk).
- 2 Book Fairs each year
- Boosterthon

Monies generated by fundraising events will be used to purchase materials and equipment for the students.

## **School Hours:**

School hours

Kindergarten	8:00 a.m. – 2:45 p.m.
Grades 1-6	8:00 a.m. – 3:30 p.m.
Before School Care	6:30-7:15 a.m.
Student Arrival	7:30 – 7:55 a.m.
After School Care	All grades 3:30 - 6:00 p.m.

## **Screenings:**

All Kindergarten students may be screened for vision to rule out any difficulties in these areas.

## **Severe Weather Information:**

The SCHOOL will make every effort to make inclement weather decisions by 5:30AM. Please note that we serve students from several local districts and therefore we will make our own decisions related to school closings or delays. Parents should watch the local news for information about school closings.

### **Delay, Closing or Early Dismissal of Schools Due to Inclement Weather**

In the event of bad weather causing poor road conditions, the Principal, or designee, will determine whether or not schools will have a late opening or postponement. The television and radio stations listed below will be notified at the earliest possible time. Students, parents, and school personnel should listen for the announcement. An attempt will be made to make a decision to close schools or consider a delayed schedule by 5:30 a.m. In order to efficiently notify everyone impacted by a closure or delay decision, school officials are asking all pupils and parents to cooperate by following these suggestions:

- Make sure your phone number(s) and contact information are updated in PowerSchool as we will send a message via Parent Link soon after the decision has been made.
- Listen to one of the television or radio stations listed, or check listed web sites. Media outlets will post announcements at their earliest convenience.
- **DO NOT** call the weather bureau, television or radio stations, newspaper offices, school officials or cablevision.

When making a decision on opening or closing the schools, school officials are primarily concerned with the safety and welfare of all pupils and employees as well as those parents who transport their children to school.

**The absence of any announcement means that the schools will open as usual.**

### **Inclement Weather Make-Up Days**

The status of any day in the school calendar can be changed at any time during the school year if days are missed due to inclement weather. All days (excepts Sundays) between August and June, no matter how they are designated on the school calendar (holidays, workdays, annual leave days, Saturdays, etc.), may become a make-up school day or teacher workday.

The make-up schedule will be announced as soon as possible after an inclement weather event has ended. If a Saturday is used as a make-up day, it shall occur as soon as possible following the missed instructional day. In the event that inclement weather forces the closure of school for students and staff and the make-up day is on a Saturday, the following schedule will be used.

## **PowerSchool:**

All parents will have access to the PowerSchool System via any internet computer. User names and passwords are available through the front office. It is very important that you keep phone numbers, addresses, and contact information up to date.

## **Student Placement:**

All student placements in classes will be determined by the administrative team in collaboration with the instructional staff after careful review of the academic performance and educational needs of the student. A review of assessment data, including, but not limited to standardized and formative assessments will be considered. In the case of birth multiples, placement will be determined by the academic needs of each individual student and as otherwise provided by law.

## **Student Records:**

Student records will be released upon written request.

## **Students' Rights:**

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time out, exclusion from participation in class activities, detention, suspension or other disciplinary action.

Parents who have a conflict with a student other than their own child and/or parent are requested to speak to the Administration. At no time may parents approach the student or their parent directly.

All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence or other verbal or physical conduct against a student or employee will NOT be tolerated. When necessary law enforcement will be notified.

## **Teacher Conferences:**

All parents will meet with their child's teacher at least twice during the academic year. We encourage you to have conferences more often if needed, as effective communication is one of the cornerstones of education. Conferences are scheduled after first and third quarters.

## **Telephone:**

The school has a business telephone to help transact the business of the school and the lines are kept open. Students may not use the telephone without permission and then only for emergencies. It is difficult to deliver a personal message to an individual student without interrupting the instructional program. Only emergency messages will be delivered to the student in the classroom.

All phone calls made to family members during school hours must be made from a school telephone with a staff member present. Failure of any child to follow this policy will result in consequences from the school administration.

## **Visitors:**

Visitors, including parents, are *not* permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid Driver's License (each and every time they visit/volunteer) which will be processed through the *Raptor Screening System*. Parents will also sign in and out, state whom they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. Cooperation will enable the school to provide a safe and orderly learning environment for all students.

## **Volunteer Hours:**

Visitors, INCLUDING PARENTS, are *NOT* permitted to go into their child's classroom unannounced during school hours because this disrupts normal routine and instruction. Parents have many opportunities to volunteer their time both at school and at home. Volunteer opportunities will be available throughout the school year, based on the school's needs. Name badges will be given out at the front desk in order to volunteer in a designated location. All volunteers will be screened every time they visit the school. **A valid driver's license must be submitted each and every time a volunteer enters the building.**

\_\_\_\_\_, our administrative assistance in the front office manages our sign-up platform for volunteers. If you have questions please contact her at \_\_\_\_\_@\_\_\_\_\_charter.org.

Please be sure to turn in your volunteer hour slip at the front office so the hours can be credited each semester. A statement of hours completed will be sent home at the end of each semester so that parents know how many hours they have given.

Volunteer Coordinators will use Room Parents to disseminate information regarding volunteer opportunities. **It is recommended that half of all volunteer hours be completed by Winter Break, prior and all volunteer hours should be completed by June 11.**

## **Volunteer Guidelines:**

- The safety and education of students must be the main concern of volunteers while engaged in school activities.
- Individual student's grade records and abilities are personal and confidential information. Students have the right to confidentiality under the Family Educational Rights and Privacy Act (FERPA). Included, but not limited to this right are: academic work completed, standardized test scores, health data, interest inventory reports, reports of serious or recurrent behavior patterns, family background information, attendance records, grades and teacher or counselor rating and observations.
- Students may not be given medication by volunteers.
- Volunteers will not contact parents regarding student performance or behavior.
- Classroom supervision and student discipline are the responsibilities of the teacher and school.
- Permission for a student to leave the classroom must always be given by the teacher.
- Volunteers are required to sign in and out. The office will determine where and when a volunteer is needed within the school.

- For identification, volunteers are required to wear a name badge when helping with school activities.
- **Volunteers will be assigned only to staff members requesting assistance.**
- Punctuality and reliability are expected since teachers plan for volunteer assistance.
- **Comparing and criticizing teachers and students is not acceptable volunteer behavior.**
- Volunteers should be in good physical and mental health.
- Volunteers are expected to be well groomed and dressed appropriately.
- Volunteers should set a good example for students by their manner, appearance, and behavior.
- Volunteers will be allowed in the classrooms during instructional time ONLY when scheduled by the teacher.
- Volunteer Dress code:
- As we are protecting an educational environment we ask that volunteers dress in business casual attire. Yoga pants, running shorts, tank tops, halter tops and blue jeans do not convey the professional look that we expect. In addition, sandals and flip flops are not permitted as they increase the risk of trips, slips and falls.

### **Withdrawal Procedures:**

Parents/Guardians must complete a withdrawal form with the registrar when a child leaves the school during the school year. Be sure that the child has turned in all school property before he/she leaves the school.

**Berkeley Charter Education Association, Inc. serves as our Board of Directors:**

Steward Weinberg – President  
Minnie Newman – Vice President  
Josh Whitley – Treasurer  
Sandy Hightower – Secretary  
Michael Cochran – Board Member  
Beth Mevers – Board Member  
Samuel Rivers – Board Member

If a student or his/her parents feel they have a grievance or complaint they should follow the Grievance Policy included in the appendices

**POLICY AND PROCEDURES PROHIBITING DISCRIMINATION,  
INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT**

I. Policy against Discrimination

- A. No person shall, on the basis of race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, or sexual orientation be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School, except as provided by law.
- B. The School shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.
- C. The School shall admit students to programs and classes without regard to race, color, religion, gender, age, national or ethnic origin, marital status, disability or handicap or sexual orientation.

II. Policy against Sexual Harassment or Other Forms of Harassment Prohibited by Law

- A. The School desires to maintain an academic and work environment in which all employees, volunteers, and students are treated with respect and dignity. A vital element of this atmosphere is the School's commitment to equal opportunities and the prohibition of discriminatory practices. The School's prohibition against discriminatory practices includes prohibitions against sexual harassment, or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law. The School forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The School will not tolerate sexual harassment, or any other form of illegal harassment by any of its employees, students, volunteers or agents.
- B. The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to non-employee volunteers who work subject to the control of school authorities, and to all vendors or service providers who have access to School facilities.

### III. Definition of Sexual Harassment

- A. Prohibited sexual harassment includes, but is not limited to, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:
1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
  2. Submission to or rejection of the conduct by an individual is used as the basis for employment or academic decisions affecting the individual.
  3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance or employment, unreasonably interfering with the individual's education or employment, or creating an intimidating, hostile, or offensive educational or employment environment.
  4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding any term or condition of employment, employment or academic benefits, or services, honors, programs, or activities available at or through the school.
- B. Types of conduct which are prohibited in the School and which may constitute sexual harassment include, but are not limited to:
1. Graphic verbal comments about an individual's body or appearance.
  2. Sexual jokes, notes, stories, drawings, pictures or gestures.
  3. Sexual slurs, leering, threats, abusive words, derogatory comments or sexually degrading descriptions.
  4. Unwelcome sexual flirtations or propositions for sexual activity or unwelcome demands for sexual favors, including but not limited to repeated unwelcome requests for dates.
  5. Spreading sexual rumors.
  6. Touching an individual's body or clothes (including one's own) in a sexual way, including, but not limited to, grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling.
  7. Cornering or blocking normal movements.
  8. Displaying sexually suggestive drawings, pictures, written materials, and objects in the educational environment.

### IV. Definition of Other Forms of Prohibited Harassment

- A. Illegal harassment on the basis of any other characteristic protected by state or federal law is strictly prohibited. This includes verbal or physical conduct that

denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, national origin, age, disability, marital status, citizenship or sexual orientation or any other characteristic protected by law and that:

1. Has the purpose or effect of creating an intimidating, hostile or offensive work or academic environment;
2. Has the purpose or effect of interfering with an individual's work or academic performance; or
3. Otherwise, adversely affects an individual's employment or academic performance.

B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:

1. Epithets, slurs or negative stereotyping;
2. Threatening, intimidating or hostile acts, such as stalking; or
3. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the school premises or circulated in the workplace or academic environment.

V. Retaliation Prohibited

- A. Any act of retaliation against an individual who files a complaint alleging a violation of the School's anti-discrimination policy and/or sexual or illegal harassment policy or who participates in the investigation of a discrimination complaint is prohibited.
- B. Retaliation may include, but is not limited to, any form of intimidation, reprisal or harassment based upon participation in the investigation if, or filing a complaint of, discrimination.

VI. Procedures for Filing Complaint of Discrimination, Sexual Harassment, or Other Form of Illegal Harassment

A. Procedures for Filing Complaints

1. Any person who believes that he or she has been discriminated against, or placed in a hostile environment based on gender, marital status, sexual orientation, race, national origin, religion, age or disability by an employee, volunteer, agent or student of the school should within sixty (60) days of alleged occurrence file a written or oral complaint. The complaint should set forth a description of the alleged discriminatory actions/harassment, the time frame in which the alleged discrimination occurred, the person or persons

involved in the alleged discriminatory actions, and any witnesses or other evidence relevant to the allegations in the complaint.

2. The complaint should be filed with the school Principal. Complaints filed with the Principal should be forwarded to the Equity Officer within five (5) days of the filing of the complaint. If the complaint is against the principal, the complaint may be filed directly with the Equity Officer.
3. If the complaint is against the Equity Officer, the VP of Education, or other member of the School's Board, the complaint may be filed with the School Attorney.

## B. Procedures for Processing Complaints

1. Complaints filed against persons other than the VP of Education or member of the School's Board:
  - a. Upon receipt of the written complaint by the Equity Officer, the Equity Officer shall investigate or appoint an investigator to conduct an investigation of the allegations in the complaint. The investigator shall interview the complainant and the accused; interview any witnesses identified by the complainant, accused, or by other sources; take statements from all witnesses; and review any relevant documents or other evidence. Upon completing a review of all evidence relevant to the complaint, the investigator shall prepare a written summary of the investigation, and make a recommendation to the Equity Officer as to whether there is reasonable cause to believe a violation of the School's anti-discrimination policy has occurred. Copies of documents, evidence and witness statements which were considered in the investigation should be sent to the Equity Officer along with the summary and recommendation.
  - b. If the complaint is against the Equity Officer, the School Attorney shall appoint an investigator, who shall conduct an investigation in the manner set forth in section VI.B.1.a. (Above).
  - c. The investigation, summary, relevant documents, witnesses' statements and recommendation should be completed and forwarded to the Equity Officer within thirty (30) days, or to the School Attorney within thirty (30) days, if the complaint is against the Equity Officer. The Equity Officer, or School Attorney, respectively, shall review the investigation summary, evidence and recommendation, and determine within ten (10) days whether there is reasonable cause to believe a discriminatory practice occurred.
  - d. If the Equity Officer or School Attorney determines there is reasonable cause to believe a violation of the nondiscriminatory policy occurred, he or she shall within ten (10) days provide notice of the reasonable cause finding to the complainant and the accused. The Equity Officer or School Attorney shall then review the investigatory file, reasonable cause

determination, and all related documents and evidence, to the VP of Education.

- e. If the Equity Officer or School Attorney determines, after a review of the investigation, summary, recommendation and other evidence, that there is no reasonable cause to believe a discriminatory practice occurred, he or she shall provide within ten (10) days notice of the finding of no reasonable cause to the complainant and accused.
- f. The complainant may request a no reasonable cause finding by the Equity Officer or School Attorney be reviewed by the VP of Education within ten (10) days of receipt of this notice. The complainant shall provide a written statement detailing facts in support of his or her disagreement with the determination. The complainant will also be given an opportunity to meet with the VP of Education and Equity Officer/School Attorney to present his or her position. The VP of Education and Equity Officer/School Attorney shall prepare a written memorandum summarizing the content of the conference to be included in the complaint file. The VP of Education shall within ten (10) days of receipt of the notice make a final determination as to whether there is reasonable cause to believe a discriminatory practice occurred.
- g. If review by the VP of Education is not timely requested, the Equity Officer or School Attorney's determination of no reasonable cause shall be final.
- h. The accused may request, within ten (10) days of receipt of a notice of a finding of reasonable cause, that the determination be reviewed by the VP of Education. The request should include a written statement expressing the accused's position on the complaint and findings, and address any facts, statements or evidence which he or she submits are inaccurate. The accused will be given an opportunity to meet with the VP of Education and the Equity Officer/School Attorney to present his or her position. The VP of Education and Equity Officer/School Attorney should within ten (10) days of receipt of the notice prepare a memorandum summarizing the content of the meeting to be included in the complaint file.
- i. After providing the opportunity for an informal hearing as referenced in section VI.B.1.h. (Above), the VP of Education shall evaluate all the evidence, the investigation summary, recommendations and findings, along with any input by the accused and complainant, and make a final determination as to whether there is reasonable cause to support the complainant's allegations. He or she shall then determine any necessary disciplinary, remedial, or other action. Notice of the final disposition of the complaint and any disciplinary and/or remedial action shall within twenty (20) days of the informal hearing be forwarded to the accused and the complainant and the Chairman of the School's Board, and a copy of will be filed with and maintained in the office of Charter Schools USA Senior Director of Human Resources.

2. Complaints against School Board Members.

- a. Complaints against the School's Board Members shall be filed with the School Attorney. The School Attorney will within twenty (20) days appoint an outside, independent investigator to conduct an investigation and make a recommendation as to whether a discriminatory practice has occurred. It is recommended, but not mandatory, that the investigator be an attorney familiar with federal and state law prohibiting discrimination on the basis of a protected status.
- b. The complainant and accused shall be interviewed by the outside investigator. Both shall provide written lists of witnesses to be interviewed, and documents or other evidence to be reviewed as relevant to the complaint. The investigator shall interview all witnesses identified by the complainant or accused, in addition to witnesses with relevant knowledge which the investigator may discover from other sources. The investigator shall also review relevant documents and other evidence. The investigator shall within twenty (20) days of receiving the complaint prepare a written summary of his or her investigation, and a recommendation to the School Attorney as to whether there is reasonable cause to believe that a discriminatory practice may have occurred.

3. Penalties for confirmed Discrimination or Harassment

- a. Student - A substantiated allegation of discrimination or harassment against a student shall subject that student to disciplinary action consistent with the Code of Student Conduct.
- b. Employee or Volunteer - A substantiated allegation of discrimination or harassment against an employee may result in disciplinary actions including termination and referral to appropriate law enforcement authorities. A volunteer shall be removed from service and a referral may be made to appropriate law enforcement authorities.
- c. School Board Members – A substantiated allegation of discrimination or harassment against a school board member may subject that member to removal pursuant to the Board's Bylaws and referral to appropriate law enforcement authorities.

4. Limited Exemption from Public Records Act and Notification of Parents of Minors

- a. To the extent possible, complaints will be treated as confidential and in accordance with South Carolina General Statutes and the Family Educational Rights and Privacy Act (FERPA). Limited disclosure may be necessary to complete a thorough investigation as described above. The School's obligation to investigation and take corrective action may supersede an individual's right to privacy.
- b. The parents of a person under the age of 18 who has filed a complaint of discrimination and/or harassment shall be notified within three (3) days of receipt of a complaint.

The School shall conspicuously post its Notice of Non-Discrimination and Non-Harassment and the name and telephone number of the employee responsible for compliance with such policies at its facilities subject to its discretion regarding placement.

Charter Schools USA  
(954) 202-3500

DRAFT

# Appendix L Charter Committee

**STEWART M. WEINBERG, Ph.D.**  
**103B HOWARD MARY DRIVE**  
**CHARLESTON, SOUTH CAROLINA 29412**

**Mobile** (843) 901-8018      **E-Mail** Stewartweinberg@me.com

**PRESENT Volunteer/Consultant Activities**

**President** – Jewish Community Center of Greater Charleston Area

**Climate Lead-** Organizing for Action

**Mentor** – College of Charleston Teacher Leadership Program

**President** – James Island/Folly Beach Democrats

**ADMINISTRATIVE AND TEACHING EXPERIENCE**

2004 – 2012	Superintendent of Schools Dallastown Area School District Dallastown, PA 17313-9242
2000 – 2004	Superintendent of Schools Ladue School District Ladue, Missouri
1998 – 2000	Superintendent of Schools Fairbanks North Star Borough School District Fairbanks, Alaska
1991 – 1997	Superintendent of Schools Lawrence Public Schools, Lawrence, New York
1995 – 1997	Adjunct Professor – Educational Administration C.W. Post Campus Long Island University Brookville, New York
1986 - 1991	Assistant Superintendent Rockville Centre Public Schools Rockville Centre, New York
1984 - 1986	Principal South Side High School Rockville Centre, New York

## *Mayor Minnie Newman*

Dr. Minnie Newman is the Honorable Mayor of Hanahan. She was first elected as a Council Member in October of 1995 before being elected as Mayor in November of 2002. Mayor Newman is in her third term as Mayor for the City of Hanahan.

### Education:

Mayor Newman received her Bachelors and Masters Degree in Elementary Education from Charleston Southern University. She received her doctorate in Child and Youth Studies from Nova Southeastern University, in Fort Lauderdale, FL.

Mayor Newman has been teaching for over 25 Years. She has taught science at the elementary, middle, and high school levels here in the Lowcountry. She taught Astronomy, Physical Science, and Earth Science at Alston Middle School. In Berkeley County she taught Astronomy, Applied Biology, Physical Science, Earth Science, Law Education, and Leadership. She taught 1<sup>st</sup> grade at Divine Redeemer Catholic School. Dr. Newman-Caldwell was an adjunct professor at the Citadel, College of Charleston, Charleston Southern University and Southern Illinois University at the Charleston AFB Campus.

She was recognized as student council teacher of the year at Hanahan High School in 1996 and 1999. She was recognized as director of the Year in 2006. Dr. Newman received two Barbara H. James Awards for Outstanding contributions to Career and Technology Education and Tech Prep in 2006. She was also named DSCDII Honor Teacher of the year and Alston Middle School teacher of the year in 2009. In 2011, She was the Founder and Director of the Tomorrow Montessori Center in Hanahan. In November 2012 she became a Paul Harris Fellow with Rotary Foundation of Rotary International. When Dr. Newman retired from the teaching profession after 26 years she was the Career Academy and STEM Facilitator for the Dorchester School District II in Summerville, SC. Presently Dr. Newman is the CEO of the "Sonny Mevers" Foundation.

## VITA OF DR. MINNIE NEWMAN

### Personal Data

1217 Redeemer Dr., Hanahan, SC 29410  
Phone: 843-729-2210 Work: 843-695-5335  
S.S.# 246-92-6895  
S.C. Certificate #: 162209 (Exp. June 2015)  
(Elementary- and Middle-School Science)

### Education

- Ed.D. (1999) Child and Youth Studies  
Nova Southeastern University, Fort Lauderdale, FL
- M.Ed. (1994) Elementary Education (Minor: Science)  
Charleston Southern University, Charleston, SC
- B.S. (1990) Elementary Education (Minor: Art)  
Charleston Southern University, Charleston, SC

CBE: Consensus Based Education  
APT: Assessment of Performance in Teaching  
Starlab Planetarium Trainer/Owner – Lunar Certified  
Cord Trainer for National Tech Prep Network in Science Education  
Global Career Development Facilitator Instructor (GCDFI)  
Ruby Payne “Framework for Understanding Poverty” Instructor  
World Is Flat Instructor  
Rigor and Relevance Instructor  
Montessori Middle school instructor

### Honors and Awards for Service or Scholarship

- 2009 Dorchester School District TWO Honor Teacher of the Year  
2009 Alston Middle school teacher of the year
- 2006 Director of the Year Award Career and Technology
- 2006 Two Barbara H. James Awards, given by the Office of Career and Technology Education, for Outstanding Contributions to Career and Technology Education and Tech Prep: (1) Consortium Director’s Award and (2) Career and Technology Education Writer’s Award
- 2005 Honorary Lifetime Member of Who’s Who Among America’s Teachers

- 2004 United Who's Who Among Empowering Executives and Professionals  
2003 Distinguished Service Award  
Charleston Southern University
- 2002 Nominee for Disney Teacher of the Year
- 2000 Who's Who Among American Teacher  
Multiple Year Nominee
- 1999 Student Council Teacher of the Year  
Hanahan High School
- 1999 Nominee for Teacher of the Year  
Hanahan High School
- 1999 Nominee for Wil Lou Gray Award
- 1999 Finalist for J. C. Penney Golden Rule Award  
for Volunteer Work
- 1996 Student Council Teacher of the Year  
Hanahan High School
- 1996 Extra Miler Award  
Berkeley County Board of Education
- 1995-96 Appreciation and Dedication Award for  
Sponsoring of Varsity Cheerleaders
- 1995-96 Appreciation Award from the 1995-96 students  
Of Hanahan High School
- 1994 Outstanding Leadership Award  
Clemson Extension Agency
- 1994 Nominee for Teacher of the Year  
Fishburne Elementary School
- 1993 Nominee for Teacher of the Year  
Marrington Elementary School
- 1990 Outstanding Student in Art Award  
Charleston Southern University

## Professional Associations

- Elected as Representative of Trident Region to the Board of Municipal Association of South Carolina (2007 to 2010 term)
- Chair, SC Tech Prep/School-To-Work Consortia Alliance (currently)
- Member of the National Tech Prep Planning Team
- Chair, SC Tech Prep/School-To-Work Consortia Alliance (2004 to 2005)
- Women Work!
- Career Guidance Committee
- Elected Official: Mayor, City of Hanahan – November 2002 to Present
- Elected Official: City Councilwoman – 1995 to 2002
- Curriculum Committee Chairman
- Regional Service Alliance One Chairman
- March of Dimes (Jail & Bail), Chairman
- Teacher Leadership Forum Team, Chairman
- Association for Supervision and Curriculum Development
- South Carolina Science Council
- National Council of Science Teachers
- National Council of Math Teachers
- South Carolina Board of Realtors
- Kids Who Care Environmental Program, Past Co-Chair
- Berkeley-Dorchester Math and Science Hub, Lead Teacher
- Middle School Math and Science Summer Camps, Coordinator

## Grants

1999-2006	Received 250,000.00 from SC department of Education for Tech Prep
1995	Received \$3,500 from S.C. Center for the Advancement of Teaching and School Leadership for teaching hands-on learning in the area of Astronomy

## Workshops and Presentations

I have designed and presented the following courses and/or workshops at the national, state, and local level:

- Getting Ready for Globalization: A Workshop Based on *The World Is Flat* by Thomas L. Friedman
- Pathways to Success: Making Career Clusters Work, Part I (course and workshop)
- Pilot Project: Implementing Career Clusters, Part II (course)
- How to Incorporate Rigor and Relevance into Career Development Facilitator Training (course and workshop)
- *A Framework for Understanding Poverty* (course and workshop)

- *Who Moved My Cheese?*
- Four Generations in the Workplace
- Character Education
- Technology in the 21<sup>st</sup> Century
- Planning Rigorous/Relevant Instruction
- How to Teach for Rigor and Relevance (special presentation in China)
- Master Teacher Training
- Electrical Currents – Berkeley District
- The Great Snail Circus – SC<sup>2</sup>, MESA
- Starlabs (trainer and owner)– Schools in NC & SC, MESA
- Cooperative Learning – District
- Sharing Thanksgiving – Local schools
- Inquiry Approach to Teaching – District
- Teaching For, With, and About the Theories Of Multiple Intelligences – District
- Leadership Skills In and Out of the Classroom – Greenville
- Animals in the Classroom – District
- Mentoring – Civic Club
- Fast II-Science – Charleston and Berkeley Schools
- The World in Motion
- Stargazing – Presentation
- Presented in Elementary Science Curricula to South Carolina Science – SC<sup>2</sup>
- Camp Coordinator for the National Science Summer Camp

## Work Experience

2015-present	Retired
2010-2015	Dorchester School District Two STEM Workforce Coordinator
2007-2010	Dorchester School District Two Alston Middle School <ul style="list-style-type: none"> <li>• Teacher of Astronomy, Physical Science, Earth Science</li> </ul>
2003-2007	Trident Education and Business Alliance Director / Curriculum Coordinator / Career Specialist  Adjunct Professor The Citadel, College of Charleston, Charleston Southern University, Southern Illinois University (Charleston AFB campus)
2000-2003	Trident Education and Business Alliance Curriculum Coordinator

1992-2000	Berkeley County School District: <ul style="list-style-type: none"> <li>• High School 8 (At-Risk Students)</li> <li>• Teacher of Astronomy, Applied Biology, Physical Science, Earth Science, Law Education, and Leadership</li> <li>• Fourth grade teacher</li> <li>• Seventh &amp; eighth grade teacher</li> </ul>
1990-1991	Divine Redeemer Catholic School: First Grade Teacher
1980-Present	Blackwell and Sons Real Estate: Licensed real estate agent
1973-1980	Marketing Director for several hotels throughout North Carolina and South Carolina
1972-1973	Kirby Distributors

## Professional Achievements

- Team Leader for *Making High/Middle Schools Work*
- Career Development Facilitator Instructor eLearning Specialty (2006)
- Director – Trident Education and Business Alliance
- Curriculum Coordinator – Trident Education and Business Alliance
- Member – BCSD Career and Technology Education Advisory Board
- Career Development Facilitator – 2004 to 2006
- Author, Update of GCDF Manual – incorporated Rigor/Relevance Framework
- Instructor, Global Career Development Facilitation, 2006 to 2009
- Trainer, National Tech Prep Network
- Trainer, Ruby Payne's *A Framework for Understanding Poverty*
- Presenter, Thomas Friedman's *The World Is Flat* (pending)
- Trainer, Dr. Willard Daggett's *Rigor and Relevance Framework*
- Consultant, International Center for Leadership in Education
- Camp Coordinator, Camp Success – Silver Crescent Foundation
- Board Member, Gear-Up Program at The Citadel
- Serve on Curriculum Development Committee for all 16 Alliance
- Chairmen of Regional Service Alliance
- Serve on Earthquake Education Committee for Charleston Southern University, 1989-Present
- Served on Committee for Teacher Quality grant for Charleston Southern University
- Lead Science teacher for Berkeley-Dorchester Math and Science Hub
- Assisted in the development of Berkeley County Elementary Science Curriculum
- Trainer for Foundational Approaches in Science Teaching, a middle school science program

- Served as an evaluator for Berkeley County School District
- Co-Chair for Kids Who Care
- Strategic Planning, Berkeley County School District, 1994-95
- School Improvement Council, Marrington Elementary, 1993
- Served on Teacher Education Committee for Charleston Southern University, 1989-90
- Served on the Committee for Development of the Charleston Airport

### **Current Area of Research or Expertise**

- The Impact of Poverty on Classroom Instruction
- Global Career Development Facilitator (GCDF) Training
- Instructional Strategies
- Alternative Assessment
- Multiple Intelligences
- Emotional Intelligence
- Inquiry Approach to Teaching/Learning
- Rigor and Relevance: Planning and Instruction
- Character Education
- Aligning State Standards, Essential Skills, and Testing

### **References**

Mr. Tim Ott  
International Center for Leadership in Education, Inc.  
1587 Route 146  
Rexford, NY 12148  
(518) 399-2776

Dr. James Barrier  
Department Chair, Life Sciences  
Ashby Hall  
Charleston Southern University  
PO Box 118087  
Charleston, SC 29423  
(843) 863-8091

Mr. Joseph Pye  
Superintendent  
Dorchester District Two Schools  
102 Green Wave Blvd.  
Summerville, SC 29483  
(843) 873-2901  
jpye@dorchester2.k12.sc.us



**SMYTH WHITLEY, LLC**  
ATTORNEYS AT LAW

Joshua S. Whitley  
126 Seven Farms Drive  
First Citizens Plaza, Suite 150  
Charleston, SC 29492  
Direct: 843-606-5633  
jwhitley@smythwhitley.com

## Joshua S. Whitley



**Joshua S. Whitley** is a trial lawyer with wide and varied interests and experience – including long-term healthcare defense, medical malpractice defense, general liability defense, severe personal injury litigation, maritime law, environmental issues, and complex and multi-district litigation. He is an award-winning graduate of the College of William & Mary School of Law. He became a trial lawyer – first with Haynsworth Sinkler Boyd, P.A., and now with Smyth Whitley, LLC – following a judicial clerkship with the Honorable Dennis W. Shedd of the United States Court of Appeals for the Fourth Circuit.

In 2010, Josh was hired as second chair to a member of the Plaintiffs' Steering Committee in the largest environmental case in history– the Deepwater Horizon BP Gulf Oil Spill. Since then, he has spent considerable time working with some of the best lawyers in the nation to litigate one of the most complex and interesting cases in history – garnering experience in multidistrict litigation, mass torts, admiralty law and many other interesting facets of the law.

He is a proud alumnus of Wofford College, where he was Phi Beta Kappa and President of the Student Body. Currently, he serves on Wofford's athletic board of directors of the Terrier Club and on the Executive Council of the National Alumni Association. Josh has lectured at the University of South Carolina School of Law. He is a member of the Berkeley and Charleston County Bar Associations.

He lives on Daniel Island with his wife Cowles, daughter Sara Cannon, twins Evans and Paul, and Golden Retrievers Jenks and Lily. Both Cowles and Josh are active in the Charleston community, where Josh currently serves as County Councilman for District 2 in Berkeley County and is the Chairman of the Human Resources Committee. Josh previously served on the Board of Trustees of Charleston Stage at the Dock Street Theatre, and Cowles serves on Ashley Hall's Alumnae Board.

### Educational Information

William & Mary, J.D., 2008  
Wofford College, B.A., 2005 *summa cum laude*

### Admissions

State of South Carolina, 2008  
U.S. Court of Appeals, Fourth Circuit, 2009  
U.S. District Court, South Carolina, 2010

### Member

Defense Research Institute (DRI)  
South Carolina Defense Trial Lawyers' Association

Joshua S. Whitley

Professional References

Honorable Dennis W. Shedd  
US Court of Appeals for Fourth Circuit  
1100 Laurel Street  
Suite 200  
Columbia, SC 29201-2431  
803-732-8250

John O. Williams  
County Attorney, Berkeley County  
1003 Highway 52  
Moncks Corner, SC 29461  
843-719-4011

Jeremy L. Cook  
Attorney at Law  
Haynsworth, Sinkler Boyd, P.A.  
134 Meeting Street  
Third Floor  
Charleston, SC 29401  
843\*724-1117

## Sandra Hightower

1102 Eaglw Landing Blvd  
 Hanahan, SC 29410  
 Home: 843-532-0324  
 Cell: 843-532-0324  
 sch3959@gmail.com

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### Career Focus

Client oriented Benefits Consultant. Dedicated to helping my clients understand the process and choices available to them. Goes above and beyond in client education in order to assure they understand the product they are purchasing. Dedicated to honesty and accountability.

Thrives on serving the community of all. Serves on the J.D. Kimber School k-8 Brewerville Liberia Board of Directors, St. Andrews Mt. Pleasant International Missions Committee, St. Andrews International Missions Fund Raiser Chair (Fishin for a Mission), Board of Directors for Eagle Landing HOA, New Construction Committee for Eagle Landing HOA.

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### Summary of Skills

- Customer Service
- Sales
- Education of Clients and self
- Strategic planning
- Business Sustainability
- Process Development
- Project management
- Marketing materials development
- Social media marketing
- Product management
- Internet marketing

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### Accomplishments

#### *Data Verification*

- Checked figures, postings and documents for correct entry, mathematical accuracy and proper coding.

#### Marketing Requirements

- Worked with customers to define and develop business cases for new products
- *Email Marketing*
- Directed team to develop database
- *Product Roll-Out*
- Responsible for marketing for product launch including public relations, direct mail pieces, trade shows, sales training and e-mail campaign.

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### Professional Experience

August 2008 to  
 January 2016

#### **Alpine Agency llc**

Camden, SC

#### **Benefits Consultant**

Handles benefits for Clients and enrolls new clients. Computed, recorded, and proofread data, records and reports.

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### Education

1977

#### **Walter M Williams**

Burlington, NC, USA

High School Diploma

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**Professional Affiliations**

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National Association of Health Underwriters

J D Kimber School K-8 Brewerville Liberia Board of Directors  
Eagle Landing HOA Board of Directors

Eagle Landing HOA New Construction Committee

St. Andrew Mt Pleasant SC Fishin for a Mission Chair

St Andrews Mt Pleasant International Missions

# Michael A. Cochran, Ed.D.

1011 Island Crossing Drive, Hanahan SC 29410 ♦ (954) 553-2225 ♦ pineymike@yahoo.com

**Professional Profile:**

Executive level professional that is technically adept with over twenty five years of experience in progressively responsible positions of law enforcement leadership, operations and administration. Strong advocate of community relations and building partnerships. Experienced in media relations, budgeting, problem analysis and solving, research and analysis and implementing efficiency measures to improve service quality in a diverse community.

**Education/ Relevant Training**

- 2012 **Barry University, Adrian Dominican School of Education,** *Doctor of Education*  
Miami Shores, Florida
- 2011 **FBI National Academy, 246<sup>th</sup> Session,** Quantico, Virginia
- 2011 **University of Virginia,** *Graduate Certificate in Criminal Justice Education*  
School of Continuing and Professional Studies
- 2010 **Florida Department of Law Enforcement,** *Chief Executive Seminar, 43<sup>rd</sup> Session*
- 2008 **Police Executive Research Forum,** *Senior Management Institute for Police, 40<sup>th</sup> Session*
- 2002 **Florida Gulf Coast University, College of Professional Studies** *M.P.A.*  
Fort Myers, Florida
- 2001 **University of Louisville, Southern Police Institute, Administrative Officer's Course, 105<sup>th</sup> Session**
- 1990 **Western Carolina University, School of Business** *Bachelor's Degree*  
Cullowhee, North Carolina

**Relevant Experience:**

**BERELEY COUNTY SHERIFF'S OFFICE**

(165 Sworn, 275 Total, Population ~200,000)

**Chief Deputy**

Responsible for all aspects of the day-to-day operations of the Sheriff's Office to include: organizational development, strategic planning, managing resources, project oversight for all aspects of the Sheriff's Office.

**HANAHAN POLICE DEPARTMENT**

2011- 2015

(34 sworn, Population 20,000)

**Chief of Police**

Responsible for all aspects of municipal police operations. Systematically changed the organizational focus from traffic to having a strong emphasis on community relations and building relationships. Integrated the officers into the community by implementing zone integrity and zone accountability, quality of life enforcement, fundamentally changed how and what is done so that the concerns of the community are addressed before they are problems. Focused on recapturing the mature areas of the community in order to preserve the cherished quality of life in Hanahan for generations to come.

**LAUDERHILL POLICE DEPARTMENT**

1994 to 2011

(120 Sworn, Population 70,000)

**Assistant Chief of Police,**

2008 to 2011

At various times, coordinated all activities and administrative functions for the Support Services/Administration Bureau to include the Criminal Investigations Division; Vice, Intelligence & Narcotics Traffic, Community Policing, Crime Analysis, Training & School Resource Units; Property & Evidence, budgeting, grants, payroll, fleet management and Law Enforcement Accreditation. • Researched, developed and led implementation of various efficiency related projects to improve service delivery and build on community partnerships. Implemented a Computer Aided Dispatch/Mobile Data Computer system, Crime Analysis software procurement and integration, electronic policy and procedure documentation initiative,

statewide crime analysis data integration project, electronic citation and traffic crash reporting system integration and deployment, deployment of agency-wide personnel management software among others projects. • Led agency initiative on developing multiple Safe Neighborhood Improvement Programs to allow neighborhoods to enhance their communities. Attend community events and community meetings to represent the agency and to assess community concerns.

- *Team Leader* for Commission for Florida Law Enforcement Accreditation (CFA), having conducted over 30 on-site and mock assessments around the State of Florida.
- Coordinated the development of and management of all facets of the Police Department Budget.

**Lieutenant, Captain of Police,**

2005 to 2008

Coordinated and led a squad of officers, city-wide, in an operational capacity. • Led officers to become more detail oriented and problem focused in their activities. • Responsible for all administrative functions on the shift as well as conducting administrative investigations for those under command. • As Captain, was responsible for all Support Service functions of the agency during which time an emphasis was made to focus on efficiency of service delivery, developed innovative community outreach programs that have since been replicated throughout the city.

**Sergeant, Accreditation Manager**

2001 to 2005

Actively managed all accreditation efforts to include coordinating and gathering all proofs of compliance, assuring that the Department meets or exceeds all standards for accreditation. • Developed from inception a complete and interactive policy, mapping, legal, and resource CD for Department-wide dissemination. • Served as a Team Leader for the Commission for Florida Law Enforcement Accreditation, conducted numerous on-sites throughout Florida in order to assure compliance with standards. • Conducted internal procedural audits in order to assure compliance with policy and standards. • Identified and solved problems in a proactive manner using strategic management practices

**Sergeant, Operations**

1997 to 2001

Responsible for 13 patrol officers and K9 on a night shift squad. Provided guidance and leadership to the members of the squad, recommended training and development opportunities for squad. Attended community meetings, worked with landlords and civic members in order to address community concerns. Proofread and approved all shift paperwork as necessary.

**Lauderhill Police Pension Board – Member & Chairman**

1998 to 2009

Assisted in the re-development of the board's investment policy. • Implemented a pre-acceptance physical program for the Plan to protect Plan assets • Established operational procedure guidelines for plan • Led movement to change plan from Chapter 185 to a local law plan, provided for several ordinance changes that benefited the plan's members • Implemented numerous changes to the plan's operations to assure long term financial security of the plan. • Provided leadership and vision to the Plan as it grew from less than \$250,000 up to \$18 million • Developed new board members to acclimate them to the plan's operations and ultimately was able to train and develop a worthy successor.

**Activities:**

**Florida Police Accreditation Coalition – 2<sup>nd</sup> Vice President**

2005 to 2009

Coordinated all technical aspects of the nation's largest law enforcement accreditation coalition, led migration to an automated information dissemination process thereby leading to increased efficiency throughout the state.

**Charleston Area Regional Transportation Authority – Proxy Member**

2012-2015

Served on the Board of Directors representing the City of Hanahan. Helped guide changes to the service delivery so that it would be more efficient and reliable to the citizens of the service area.

**Adjunct Faculty –**

As time permits, has instructed undergraduate and graduate courses in the criminal justice field at Trident Technical College, the College of Charleston and Charleston Southern University.

**Competencies:**

Possesses a high degree of technical and analytical competencies, ability to budget as well as lead in a diverse organization.

**Memberships:**

FBI National Academy Associates (FBINAA) , Police Executive Research Forum (PERF), International Association of Chiefs of Police (IACP), South Carolina Police Chiefs Association, South Carolina Chapter FBINAA, Restoration Community Church of Hanahan , among others.



Mike Cochran

**Elizabeth ("Beth") Mevers**

284 Hobcaw Drive  
Mt. Pleasant, SC 29464  
843-200-0456  
remev3@comcast.net

**Professional Work Experience:**

Filmmaking (2013 - present)  
Theater Production (2011 - 2012)  
Legal Assistant to attorney Jeffrey A. Barnwell (2009)  
Legal Assistant to attorney Harriet McBryde Johnson (1995 - 2006)

**Nonprofit and Volunteer Experience:**

Chairman, Board of Magdalene House of Charleston (2014 - 2015)  
Secretary, Board of Magdalene House of Charleston (2012 - 2013)  
Member, Board of Magdalene House of Charleston (2011 - 2015)  
Leukemia & Lymphoma Society - 1/2 Marathons (2008 & 2010)

## Samuel Rivers, Jr.

South Carolina State Representative, Pastor, and Motivational Speaker

(843) 513-7696

POB 760, Goose Creek, SC 29445

samuelriversjr@aol.com

DOB 2/23/1970

**Professional Profile** *For more than 10 years, my work has people at its core. Here are a few of the skills I have learned and exhibit:*

- Leadership
- Public Relations
- Organization
- Events
- National speaker
- Networking
- Effective communicator
- Kind

**Professional Accomplishments** *The following positions I either currently occupy or have within the last 4 years. My abilities uniquely position me to easily work with other leaders.*

### Leadership

- Founder/CEO of The Voice of the Lord International Ministries
- Founder/CEO of Samuel Rivers International Services, LLC
- Founder of Emerging Leaders Christian Leadership Academy
- Assistant to the Mideast Regional Director of Christian Int'l Network of Churches

### Public Relations and Organization

- Vice-Chairman, Berkeley County Republican Party
- Board Member for Medal of Honor Bowl Game
- Berkeley County Republican Party Events Coordinator
- Board Member of South Carolina Foundation for Public Charter School
- Senator Tim Scott Appointee to Social Security Advisory Committee
- Victory Chairman for Berkeley County Republican Party

### Networking and Community

- House of Representatives Ad Hoc Ethics Committee
- House of Representatives Education and Public Works Committee
- House of Representatives K-12 Education Committee
- House of Representatives Public Safety Committee
- House of Representatives Legislative Oversight Committee
- Member of Christian International Ministries Network

### Work History

#### 2012-Present

House Representative District 15, State of South Carolina, Columbia, SC

#### 2002-Present

Founder and CEO/Sr. Pastor, The Voice of the Lord International Ministries, Samuel Rivers International Ministries, Emerging Leaders Christian Leadership Academy, North Charleston, SC

### **EDUCATION**

Doctor of Philosophy	New York University, 1989 New York, New York
Master of Arts	New York University, 1971 New York, New York
Bachelor of Arts	Queens College, 1967 Flushing, New York

### **AWARDS**

New York State Arts Superintendent of the Year, 1996  
York County Chamber of Commerce Education Advocate of the Year, 2007-08  
Pennsylvania Association of School Administrators- Technology Superintendent- 2007  
Manufacturers' Association- Educator of the Year – April, 2010  
Pennsylvania Association of School Administrators Award for  
Instructional Leadership – October, 2011

### **COMMUNITY SERVICES**

York Chamber of Commerce – Former member Board of Directors  
Jewish Community Center – Past President Board of Directors  
William F. Goodling Regional Advanced Skills Learning Center – Former Board of Directors  
York County Economic Development Corporation – Former member Board of Directors  
Susan P. Byrnes Health Education Center –Served on Advisory Board  
Manufacturers' Association of South Central Pennsylvania –Former Board of Directors  
National Manufacturers' Association – Served on the Educational Council  
Middle States Commission on Elementary Schools- Former member

# Appendix M Bylaws

**BYLAWS  
OF  
BERKELEY CHARTER EDUCATION ASSOCIATION, INC.**

**ARTICLE 1 - NAME**

The name of the corporation shall be Berkeley Charter Education Association, Inc. (the “**Corporation**”).

**ARTICLE 2 - PURPOSES**

The purposes for which the Corporation is organized are:

(A) To operate a public charter school in the State of South Carolina pursuant to S.C. Code Ann. § 59-40-10 *et seq.*;

(B) To provide a K-8 education that places each student on the path to academic proficiency and college readiness; and

(C) To operate exclusively for religious, charitable, scientific, literary, or educational purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future U.S. Internal Revenue laws (the “Code”), provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(e)(3) of the Code.

**ARTICLE 3 - OFFICES**

1. Principal Office. The principal office of the Corporation shall be located at 17 E. Battery Street, Charleston, SC 29401.

2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation; provided, however, the Corporation’s registered office shall be located in the State of South Carolina, and shall be the business office of the registered agent.

3. Other Offices. The Corporation may have offices at such other places within the State of South Carolina as the Corporation’s Board of Directors (the “**Board**”) may determine from time to time.

**ARTICLE 4 - BOARD OF DIRECTORS**

1. General Powers. The business, property, and affairs of the Corporation shall be managed under the direction of the Board in accordance with the provisions of the Corporation’s Articles of Incorporation (the “**Articles**”), these Bylaws (the “**Bylaws**”), and applicable law.

2. Number and Election. The number of Directors on the Board (the “**Directors**”) shall not be less than seven (7) or more than nine (9). At any annual meeting, the Directors may fix the number of Directors to be elected at the meeting by resolution. In the absence of such a

resolution, the number of Directors elected at the meeting, plus the number of Directors continuing in office, shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is changed by action of the Board. Except as otherwise required by S.C. Code Ann. § 59-40-50(9) (see “4. Qualifications.” below), Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors then in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board.

3. Terms. The initial Directors shall be divided into two (2) classes, as nearly equal in number as possible, to serve in the first instance for terms of one (1) and two (2) years, respectively, and until their successors shall be elected and shall qualify. Thereafter, the successors in each class of Directors shall be elected to serve for terms of two (2) years and until their successors shall be elected and shall qualify. In the event of any increase or decrease in the number of Directors, the additional or eliminated directorships shall be classified such that all classes of Directors remain or become equal in number, or as nearly equal in number as possible. In the event of the death, resignation, retirement, removal, or disqualification of a Director during the elected term of office, the Director’s successor shall be elected to serve only until the expiration of the term of the predecessor. Directors may be reelected with a limit of three (3) terms (excluding the initial term of the initial Directors).

4. Qualifications. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board. A Director shall also be at least 21 years of age, be a resident of the State of South Carolina, and hold at least a high school diploma or its equivalent.

In accordance with S.C. Code Ann. § 59-40-50(9): Fifty percent (50%) of the members of the Board must be individuals who have a background in K-12 education or in business, and at least fifty percent (50%) of the members of the Board must be elected by the employees and the parents or guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the charter school. All members of the Board must be residents of the State of South Carolina. A person who has been convicted of a felony must not be elected to the Board. If the Board consists of an odd number of members, the extra member must be an individual who has a background in K-12 education or in business.

5. Excluded Persons. The following persons shall not be eligible to serve on the Board: (i) employees of the charter school operated by the Board; or (ii) any director, officer, or employee of a service provider or management company who contracts with the Corporation.

6. Removal. A Director may be removed by the Board with or without cause by a resolution duly adopted by a majority of the Directors then in office.

7. Resignation. A Director may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the next highest-ranking officer of the Corporation (an “**Officer**”), The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

8. Vacancies. A vacancy on the Board shall be filled as provided in Section 2 of this Article.

9. Compensation. All Directors shall serve as volunteers without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

10. Compliance With FOIA. The Corporation and the Board will comply with the Freedom of Information Act.

## **ARTICLE 5 - MEETINGS OF DIRECTORS**

1. Annual Meeting. The annual meeting of the Board shall be held in the month of March of each year for the purpose of electing Directors and Officers and transacting such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of any two Directors and such meeting shall be designated and treated for all purposes as the annual meeting.

2. Regular Meeting. The Board shall set a schedule of the time and place for the holding of regular meetings, which shall occur at least once each month.

3. Special Meeting. Special meetings of the Board may be called by or at the request of any two Directors.

4. Open Meetings; Notice to Sponsor. Pursuant to S.C. Code Ann. § 30-4-80(A), Board meetings must be publicly noticed and an agenda posted “on a bulletin board” in the building where the meeting will take place and online (if the charter school maintains a website) at least 24 hours prior to the meeting. Pursuant to S.C. Code Ann. § 59-40-50(B)(10), the Board shall notify its sponsor of any regular meeting of the Board at least forty-eight (48) hours prior to the date on which it is to occur.

5. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place as shall be designated in the notice of the meeting or agreed upon at or before the meeting by a majority of the Directors then in office. However, unless conducted electronically, all meetings of the Board shall take place within the State of South Carolina and within close proximity to the charter school operated by the Board, such that parents, students, and interested parties may attend.

6. Manner of Acting. The act of the majority of the Directors then in office at a properly noticed and conducted meeting shall be the act of the Board, except as otherwise provided by law.

7. Meeting by Conference Telephone. Any one or more Directors may participate in a meeting of the Board by conference telephone or other electronic means which allows all

Directors to simultaneously hear one another during the meeting, and such participation shall be deemed presence in person at such meeting.

## **ARTICLE 6 - COMMITTEES**

1. Committee Authority. The Board may designate one or more committees by resolution. Each committee shall consist of no more than two (2) Directors and other persons elected by the Board. Each committee shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or Officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect Officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws, or applicable law.

2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article 5 applicable to meetings of the Board shall apply to meetings of committees.

## **ARTICLE 7 - OFFICERS OF THE CORPORATION**

1. Number and Titles. The Officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer. Except as otherwise provided in these Bylaws, the Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board. Any two or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two or more Officers is required.

2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

3. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

4. Resignation. An Officer may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the Officer holding the next highest office. The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

5. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

6. President. The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or

permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time,

7. Vice President. The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by a Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The Vice President shall have such powers and perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

8. Secretary. The Secretary shall be a member of the Board and shall be responsible for keeping the minutes of the Board meetings and seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records, The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

9. Treasurer. The Treasurer shall be a member of the Board and shall (i) have charge and custody of and be responsible for all funds and securities of the Corporation; (ii) keep accurate books and records of receipts and disbursements; (iii) deposit all moneys and securities received by the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board; and (iv) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

10. Compensation. All Officers shall serve as volunteers without compensation. By resolution of the Board, Officers may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

## **ARTICLE 8 - CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS**

1. Contracts. The Board may authorize any one or more Officers to enter into any contract or other instrument on behalf of the Corporation. Such authority may be general or confined to specific instances. When the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing Officers, the President or Vice President, and the Secretary or Treasurer may execute the same.

2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

3. Checks, Drafts, and Orders for Payment. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the

Corporation shall be signed by such Officer or Officers as shall from time to time be determined by resolution of the Board.

4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

5. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a “**Conflict of Interest**”). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (i) has a material financial interest; or (ii) is presently serving as a director, trustee, officer, or general partner of another party. The Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors then in office who have no Conflict of Interest, which must be more than one Director.

6. Contracts between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant sections of the Code or applicable provisions of state ethical requirements for local government officials.

## **ARTICLE 9 - INDEMNIFICATION**

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Title 33 of the Code of Laws of South Carolina 1976 each person who is or was a Director, Officer, or member of a committee of the Board and each person who serves or has served at the request of the Board as a trustee, Director, Officer, partner, or employee of another corporation, partnership, joint venture, trust, or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his or her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person described in this Article if such indemnification would jeopardize the Corporation’s tax-exempt status under Section 501(c)(3) of the Code. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

## **ARTICLE 10 - FISCAL YEAR**

The fiscal year of the Corporation shall begin on the first day of July in each year and end on the following June 30; provided that the first fiscal year shall begin on the date of incorporation.

## **ARTICLE 11 - DISPOSITION OF ASSETS**

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation shall be distributed in accordance with S.C. Code Ann. § 59-40-120 (or the corresponding provision of any future South Carolina charter school law), to wit: Any assets obtained through restricted agreements with a donor through awards, grants, or gifts must be returned to that entity and all other assets become property of the sponsor. To the extent the Corporation possesses assets other than those subject to distribution pursuant to S.C. Code Ann. § 59-40-120, upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

## **ARTICLE 12 - NON-DISCRIMINATION**

The public charter school operated by the Corporation shall permit students of any race, religion, color, ethnicity, socio-economic status, and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

## **ARTICLE 13 - AMENDMENTS**

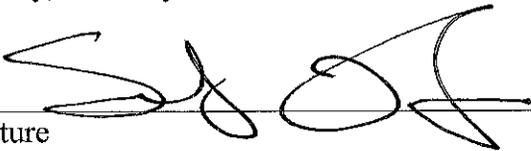
These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors then in office at any regular or special meeting of the Board, provided that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment.

**SECRETARY'S CERTIFICATE**

This document is to certify that the foregoing Bylaws of Berkeley Charter Education Association, Inc. were duly adopted by resolution of the Board, effective as of the 21<sup>st</sup> day of January 2016.

**IN WITNESS WHEREOF**, the undersigned, being the duly elected and acting Secretary of the Corporation, has signed this Secretary's Certificate this the 26<sup>th</sup> day of January 2016.

Sandy Hightower  
Secretary, Berkeley Charter Education Association, Inc.

  
Signature

Appendix N  
Articles of  
Incorporation

CERTIFIED TO BE A TRUE AND CORRECT COPY  
AS TAKEN FROM AND COMPARED WITH THE  
ORIGINAL ON FILE IN THIS OFFICE

STATE OF SOUTH CAROLINA  
SECRETARY OF STATE

JAN 21 2016

ARTICLES OF INCORPORATION  
Nonprofit Corporation

*Mark Hammond*  
SECRETARY OF STATE OF SOUTH CAROLINA

Pursuant to S.C. Code of Laws §33-31-202, the undersigned corporation submits the following information:

1. The name of the nonprofit corporation is **Berkeley Charter Education Association, Inc.**
2. This nonprofit corporation is a public benefit corporation.
3. The street address of the nonprofit corporation's initial registered office with zip code and the name of its initial registered agent at that office is:  
  
CT Corporation  
75 Beattie Place  
Greenville, SC 29601
4. The name, address, and zip code of the incorporator is as follows:  
  
Shawn M. Flanagan  
5 Exchange Street  
Charleston, SC 29401
5. This nonprofit corporation will not have members.
6. Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.
7. The address, including zip code, of the principal office of the nonprofit corporation is:  
  
17 E. Battery Street  
Charleston, SC 29401

160121-0156 FILED: 01/21/2016  
BERKELEY CHARTER EDUCATION ASSOCIATION, INC.  
Filing Fee: \$25.00 ORIG



Mark Hammond South Carolina Secretary of State

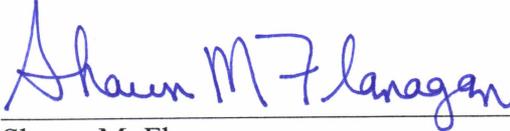
8. This nonprofit corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the preceding paragraph hereof.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

9. These Articles of Incorporation are to be effective upon filing by the Secretary of State.
10. Signature of incorporator:

  
Shawn M. Flanagan

# *The State of South Carolina*



*Office of Secretary of State Mark Hammond*

## **Certificate of Incorporation, Nonprofit Corporation**

**I, Mark Hammond, Secretary of State of South Carolina, Hereby Certify that:**

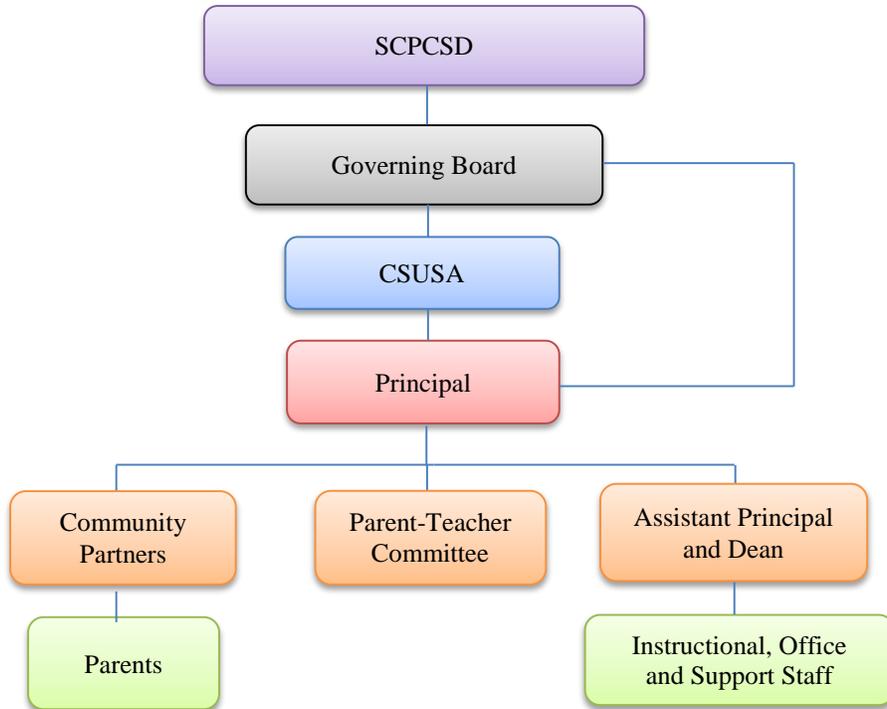
BERKELEY CHARTER EDUCATION ASSOCIATION, INC., a nonprofit corporation duly organized under the laws of the State of South Carolina on January 21st, 2016, and having a perpetual duration unless otherwise indicated below, has as of the date hereof filed a Declaration and Petition for Incorporation of a nonprofit corporation for religious, educational, social, fraternal, charitable, or other eleemosynary purpose.

Now, therefore, I, Mark Hammond, Secretary of State, by virtue of the authority in me vested by the S.C. Code Ann. §33-31-101 et seq., do hereby declare the organization to be a body politic and corporate, with all the rights, powers, privileges and immunities, and subject to all the limitations and liabilities, conferred by Chapter 31, Title 33, of the S.C. Code of Laws and Acts amendatory thereto.

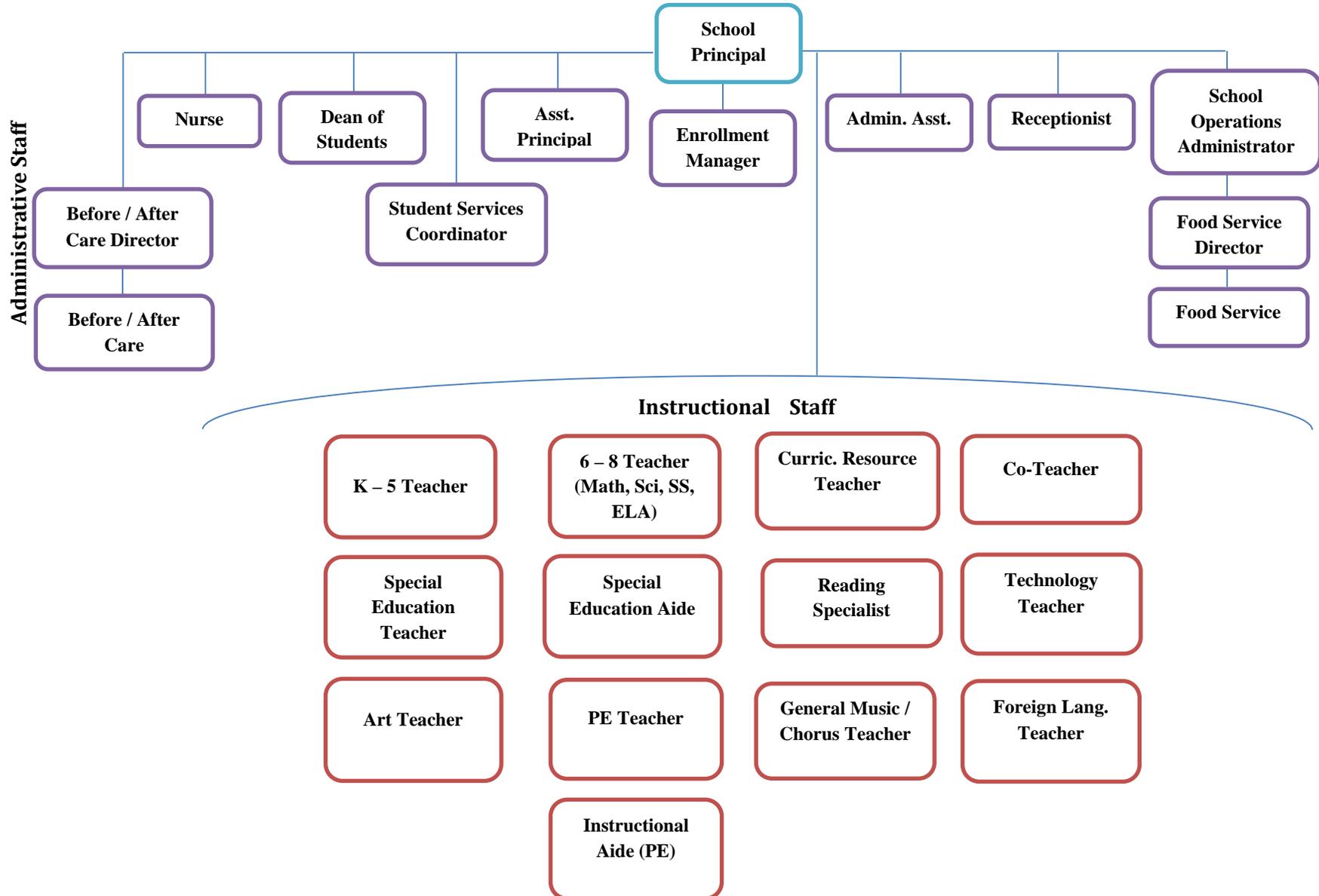
Given under my Hand and the Great Seal of the State of South Carolina this 21st day of January, 2016.

  
Mark Hammond, Secretary of State

# Appendix O Organizational Charts



**Meetings of the Governing Board are open to the public and held in accordance with South Carolina Open Meetings Law. Although the School will be managed by CSUSA, parents, community partners, and members of the public are encouraged to attend such meetings and share any comments, questions, or concerns regarding the School with the Governing Board during that time.**



Appendix P  
Sample Job  
Descriptions



## Job Description

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Job Title: PRINCIPAL

Reports to: Vice President of Education

Job Code: 410X00

Revision Date: 01/2009

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### **JOB PURPOSE**

Serves as the site based leader of the school. Responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **Serves as Educational Leader of the School**

- Develops and coordinates educational programs in accordance with CSUSA and state standards and guidelines.
- Supervises the guidance program to enhance individual student education and development.
- Leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities.
- Supervises the instructional programs of the school, ensures lesson plans are evaluated and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA guidelines and procedures.
- Requests and allocates supplies, equipment and instructional material as required in CSUSA guidelines and procedures.
- Formulates student personnel policies within CSUSA guidelines.
- Approves and provides supervision to school student activity programs.
- Provides regular opportunities for students to celebrate success in instructional programs and extracurricular activities

#### **Serves as Chief Administrator of School**

- Plans, organizes, and directs implementation of all school activities.
- Works to achieve/sustain 100% of projected student enrollment capacity.
- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Maintains a professional rapport with students and staff.
- Operates school within approved budget and follows budgetary guidelines.
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
- Tours school frequently to monitor safety, security and effectiveness of school programs.
- Plans and directs building maintenance.



## Job Description

- Supervises all operations involving the management of the school including school funds, payroll, purchases, inventories and office operations.
- Prepares and submits the school's budgetary requests and monitors expenditures.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
- Plans and supervises fire drills, emergency readiness programs and ensures a safe school environment.
- Directs preparation and maintenance of class schedule, cumulative records and attendance reports.
- Ensures personnel and student records are complete and secure.
- Ensures compliance with Federal, state, and local regulations and policies.
- Communicates with supervisor regularly about the needs, successes, and general operation and performance of the school.
- Supervises and establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and student pick-up and drop-off areas.
- Completes in a timely fashion all records and reports as requested by CSUSA.
- Manages and administers CSUSA workers compensation program.
- Follows policy for the school's Abuse posting requirements.
- Adheres to statutory, regulatory and company hiring guidelines, including completing background checks for all school personnel, contacting references and verifying employment history.

### **Supervises and Develops Staff**

- Motivates staff to achieve school objectives.
- Communicates with staff and is responsive to their workplace-related needs.
- Evaluates performance of staff and provides ongoing performance feedback.
- Counsels staff regarding inappropriate behavior or violation of CSUSA policies and/or practices.
- Adheres to Human Resources policies and practices. Notifies appropriate CSUSA personnel of serious employee violations.
- Maintains a productive and positive employee climate.
- Selects and hires school staff, including teachers and school-based support staff.
- Adheres to statutory, regulatory and company hiring guidelines, including policies and procedures for background check and employment history verification.
- Ensures the annual re-appointment process of staff is completed timely and within budget.

### **Communicates with Stakeholders**

- Communicates regularly with parents, seeking their support and advice, to create a cooperative relationship to support the students in the school.
- Establishes and maintains relationships with colleges, community organizations and other SCUSA schools to promote the school.
- Confers with teachers, students, and parents concerning educational and behavioral issues in school.
- Maintains a positive, cooperative, and mutually supportive relationship with CSUSA, parents and community.
- Confers with Board Members and responds appropriately to issues that arise



## Job Description

- Represents school and SCUSA at community functions.
- Uses effective presentation skills when addressing students, staff, parents, board member and the community.
- Articulates the school's vision, values, and goals and models those values.
- Attends special events held to recognize student achievement, attends school sponsored activities, functions and athletic events.
- Promotes school in community.

**\*\*MAY PERFORM OTHE DUTIES AS ASSIGNED\*\***

### DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### SKILLS AND KNOWLEDGE

1. Demonstrated ability to lead people and get results through others.
2. Ability to think ahead and plan over a 1-2 year time span.
3. Ability to organize and manage multiple priorities.
4. Problem analysis and problem resolution at both a strategic and functional level.
5. Collaborate to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
6. Employee training and development.
7. Strong customer and student orientation.
8. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
9. High performance teams and a strong team player.
10. Strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
11. Broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
12. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
13. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

### JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### PHYSICAL DEMANDS

Principal



## Job Description

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- No physical exertion required.
- Required to sit and/or stand for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate. Noise level may rise during periods of high student traffic.

### **TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### **FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

### **EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA Policy.

### **DECLARATION**

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.



## Job Description

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Job Title: ASSISTANT PRINCIPAL

Reports to: Principal

Job Code: 410X00

Revision Date: 01/2009

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### **JOB PURPOSE**

Assist the principal in providing school-wide leadership so as to promote the educational development of each student and to ensure the effective operation of the assigned school.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **Serves as Educational Leader of the School**

- Assists the principal in establishing and maintaining an effective learning climate in the school.
- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the regular principal.
- Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students.
- Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student.
- Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school.
- Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs.
- Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth.
- Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs.
- Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage.
- Assists the principal in conducting an on-going assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators and parents; and other formal and informal data.

#### **Serves as Administrator of School**

- Evaluates staff in assigned departments in accordance with state law and regulation, and CSUSA policy and practices.



## Job Description

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- Assists the principal in the recruiting, screening, recommending and assigning of school staff. Is familiar with hiring statutory laws and state regulations.
- Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures.
- Assists the principal in generating and maintaining personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures.
- Works to achieve/sustain 100% of projected student enrollment capacity.

### **Student Management**

- Maintains high standards of student conduct and enforces discipline as necessary, according due process rights of the students
- Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal
- Attends school-related activities and events to oversee student behavior and achievements
- Generates and maintains accurate discipline records
- Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal

### **Communicates with Stakeholders**

- Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school.
- Assists the principal in utilizing the resources of the school and community to enhance the educational program
- Serves as a member of such committees and attends such meetings as directed by the principal and/or Superintendent

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.



# Job Description

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## SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Demonstrated ability to lead people and get results through others.
3. Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
4. Work and interact with individual at all levels of the organization.
5. Think ahead and plan over a 1-2 year time span.
6. Ability to organize and manage multiple priorities.
7. Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
9. Ability to work with large amounts of data, to interpret data, to detect errors, and prepare reports.
10. Strong customer and student orientation.
11. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

## JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

## WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.

## PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of North Carolina.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Job Description

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### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA’s policy.

### **DECLARATION**

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Position Title: Dean of Students  
Reports to: Principal

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## **JOB PURPOSE**

Responsible for developing and enhancing elective courses, afterschool college preparation programs and workshops, and parent involvement networks. Responsible for ensuring the overall security, safety, and wellbeing of students and staff, and assists the Principal in the implementation of CSUSA policies and school oversight.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Education Responsibilities**

- Ensures teachers are organized, manage their time well and cover proper curriculum and cover proper curriculum conforming to State and CSUSA mandates.
- Conducts 3-minute walk through; reports non-compliance to Principal.
- Ensures teachers follow curriculum maps to maximize high assessments test scores.
- Works with Principal, Assistant Principal and Lead Teachers to observe and evaluate designing and planning of instruction, execution of education, classroom environment.
- Informs teachers of expectations prior to observing/evaluating. Uses announced and unannounced evaluations.
- Debriefs each observation/evaluation with a post conference.
- Ensures classroom teachers are using Personal Learning Plans (PLP) which personalize instruction and differentiate CSUSA schools from district schools.
- Ensures teachers meet with students individually.
- Conducts PLP training and checks PLPs quarterly.
- Supervises the setting of grade level goals for teachers who set classroom goals.
- Analyzes data from formative and summative assessments throughout the school.
- Works with Leadership Team to set annual school goals based on previous year's data.
- Analyzes benchmark data.
- Checks grade books to ensure correct input of grades.
- Monitors that teachers are using assessment data for targeted and differentiated instruction.
- Visits classrooms regularly; provide coaching on classroom management.
- Serves as liaison with Corporate Education to advise of what is effective in the classroom.
- Provides professional development/coaching on research based instructional strategies.

### **Operations**

- Assigns teachers to arrival and dismissal duties; creates, posts and updates schedules.
- Creates schedules so that specialized teachers are scheduled properly.
- Creates schedule and assigns specialist teachers for special area schedule to ensure teacher coverage of PE, Music, Art, Spanish, Computer, Library.

- Designs schedule to create common planning time so that classroom teachers can attend grade level cluster meetings.
- Balances schedule so that special teachers have equally distributed planning time.
- Designs schedule so that gifted and talented students have time for key activities and have a variety of specialized teachers.
- Places students to ensure students are with appropriate teacher.
- Checks cumulative files for learning problems to ensure student is in correct learning environment.
- Oversees and monitors progress reports and report cards before distribution date to ensure completeness and accuracy.
- Oversees, interviews, arranges and orients substitute teachers to ensure smooth transition for substitute and students.

### **Discipline**

- Investigates problems of disciplinary nature, documents information and reports findings and decisions to the appropriate individuals.
- Reports on investigations of offenses committed by students
- Investigates referrals where student or school property is stolen or reported missing.
- Works closely with the school guidance counselor, principal and local law enforcement agencies and make referrals as appropriate.
- Recommends appropriate sanctions including detentions, campus service, suspensions and referrals to the Principal for appropriate action.
- Makes periodic tours of campus to ensure that school and school board policies are being enforced.
- Assists with the enforcement of school/state attendance policies.
- Counsels students and parents where behavioral problems are involved.
- Assists with the supervision of organized student gatherings and see that all equipment is operative
- Coordinates school bus supervision before and after school.
- Coordinates the student lunchroom and work duty assignments.
- Assists with the supervision of students detained after school hours for disciplinary reasons
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Ensures school code of conduct is enforced consistently.
- Participates in school based leadership opportunities (i.e.: team meeting, lead teacher meeting, etc).
- Convenes scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively and complete work with little supervision within agreed timeline.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Has the ability to demonstrate flexible and creative management of disciplinary issues.
- Has the ability to provide a supportive role to the principal.

### **JOB REQUIREMENTS**

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderately quiet except during periods of heavy student activity.

### **PHYSICAL DEMANDS**

- Agility and ability to quickly move in a school environment where children are present.
- Exposure to weather and other elements, including rain, heat, wind, humidity plus bus and student drop off traffic,
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA's salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's Policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Job Description

Job Title: School Operations Administrator

Reports to: Principal

Job Code:

Revision Date: 03/2015

### **JOB PURPOSE**

The School Operations Administrator is responsible for managing the financial, operational, and HR functions at the school level. The School Operations Administrator will work daily with the CSUSA Support Center functional areas to insure school compliance with all CSUSA policies and protocols as established for all areas of responsibility. These functional areas include but are not limited to procurement, offer letters, onboarding, and grants.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **HUMAN RESOURCES Management:**

- Creates position openings in HR system.
- Works in conjunction with Offer Letter Specialist to commence offer process and sends required documents regarding offers.
- Boards new employees in the HR system and works daily with Employee Onboarding and Compliance Specialist to insure all employees have completed all new hire paperwork in a timely manner.
- Supports all school personnel in completing electronic Human Resources (“HR”) onboarding submissions, including but not limited to, new employee portal, benefit applications, ADP Salute, and ADP Payroll information.
- Implements and monitors new hire information in Student Information System (SIS) and Time & Attendance systems in ADP; maintains employee data in both systems.
- Works in conjunction with the Principal, the Finance Department and the Human Resources Department to ensure that the school stays within the approved Staffing Budget and various line items.
- Manages and maintains all confidential employee and school documents.

#### **PAYROLL:**

- Manages employees in self-posting PTOs in the HR system.
- Ensures compliance and accuracy in the HR Time and Attendance system.
- Audits payroll previews presented by Payroll Department to authorize processing of payroll.
- Manages and trains employees on all required HR systems.
- Prepares School-based reports as required by the Payroll Department.
- Oversees and approves I.T. and Facilities school based employee hours and PTO.

#### **BENEFITS:**

- Assists the Human Resources Department in formulating and executing open enrollments and other Benefit meetings and prepares required reports.
- Manages and trains employees on family status changes, 401k, benefits selection and compiles appropriate paperwork as required.
- Manages requests, information and documentation from employees for FMLA, Short-term and Long-term disability and assists Human Resources Department with requests, information and documentation.



## Job Description

### **OPERATIONS:**

- Works directly with Director and Manager of Procurements on purchase orders and goods needed.
- Manages National School lunch program at the school level working directly with the Support Center.
- Manages the school's food and transportation services by coordinating with service providers and overseeing deliveries.
- Manages all school inventory purchased.

### **FINANCE/ACCOUNTING:**

- Manages financial records of the School in accordance with Company Policy and assists Staff Accountant with monthly Financial Statements.
- Supervises all check request and bank deposits including cash deposits of \$10,000 or more and ensures compliance with the Currency Transaction Reporting Requirements and Company Policy which will be provided and trained upon once hired.
- Supervises and trains delegates to make deposit and accept cash on schools behalf.
- Forwards approved invoices to Accounts Payable department on a weekly basis.
- Monitors and reconciles balances of School-based accounts in a timely manner.
- Manages and trains on procedure for collection of any NSF checks in a timely manner.
- Oversees and approves expenditure Invoices at the school level.
- Maintains and reconciles Petty Cash Account based on Company Policy.
- Prepares and maintains school budget and staffing matrix at the school level with Finance department in Adaptive Planning on a monthly basis.
- Participates on all School Dashboard calls and assists Principal with follow-up issues related to the call, as needed.

### **GRANTS/COMPLIANCE:**

- Works daily with Education Grants Manager.
- Supervises timelines and grant draw downs.
- Attends grant trainings to prepare and administer grants at school level.
- Supports compliance department ensuring compliance at school level is maintained.

### **RISK MANAGEMENT:**

- Ensures adherence to proper safety procedures.
- Acts as liaison to HR and Benefits teams in relation to respective employee injuries.
- Processes and oversees all Workers' Compensation claims electronically in the prescribed manner, and assists Employee in seeking medical care by providing proper authorization forms.
- Oversees, maintains, and processes all student accident claims in the prescribed manner.
- Acts as a Liaison to Facilities and Finance departments on property and casualty claims.

### **FACILITIES and I.T.:**

- Supervises all school based Facilities and I.T. employees.
- Point of contact for submitting Work Tickets for I.T., property, maintenance and safety needs at the school and processes all Help Tickets in a timely manner.
- Responsible for monitoring the facility as per the Facilities Handbook.
- Ensures all permits and licensing are renewed/paid and posted on a timely basis; no permit or license should be expired.
- Maintains an accurate, documented inventory of school keys for administrators, teachers and substitutes.
- Manages and documents end of year key return from faculty/staff.



## Job Description

- Processes all information and documentation for facility sub-leases and submits to Director of Projects and Facilities and Risk Management for approval.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **SKILLS AND KNOWLEDGE**

- Time Management: Prioritizing, Organizing, Scheduling
- Computer Basics – Windows, Internet
- Aptitude for mathematics and the ability to concentrate on detail.
- Communication – Oral, Written, Interpersonal (active listening)
- Ability to multitask
- Ability to remain calm in fast-paced environment

### **JOB REQUIREMENTS**

- Bachelor's or higher in Accounting, Finance or related field of study from an accredited institution.
- At least 2+ year's School Operations or Business Management experience required Experience in an educational environment preferred.
- Must maintain confidentiality at all times.
- Knowledge and practical experience beyond basic bookkeeping.
- Knowledge and practical experience using MS Word, Excel, QuickBooks.
- Ability to work independently and make decisions in accordance with established policies and regulations.
- Polite, courteous and tactful with the public and co-workers.

### **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting for long periods of time
- The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 10 pounds of force
- Vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- School setting. Noisy at various times throughout the day.
- Frequent interruptions from staff and telephone callers

### **DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

### **EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA Policy.



## Job Description

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**DISCLAIMER:**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Position Title: ENROLLMENT MANAGER

Reports to: Principal or Designee

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## **JOB PURPOSE**

The Enrollment Manager is responsible for coordinating and performing student registration along with other school-related activities. Must be customer focused both internally with peers and externally with Parents and Students.

## **\*\*ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Registration/Marketing**

- Manages and administers registration, recommitment, and withdrawal process and associated reporting for all students.
- Evaluates transcripts of incoming students and takes appropriate action to insure completeness.
- Maintains the district student database system with proper coding/master scheduling to effectively monitor and updates information for the funding count cycles that impact school funding.
- Enters students' recommitments into the company's database program.
- Processes Free and Reduced Lunch applications into the district and company's database.
- Improve yields at inquiry, application and enrollment stages.
- Improve retention rates for existing students.
- Increase applicant pool, and oversight on student waitlist for entire school
- Presenting the school to current and prospective students and parents who include systematic and efficient handling of applications and processing in SIS.
- Assists with marketing efforts for student recruiting and in hosting the school's information sessions, open house, orientation, etc.
- Maintains the state/district student database system (TERMS, ISIS, etc.) with proper coding/master scheduling to effectively monitor and update information for the funding count cycles that create school and corporate budgets.
- Ensure all coding and student identification is accurate for funding.
- Consults with appropriate CSUSA personnel to assist in student schedules and procedures.
- Prepares and transmits requests for student transcripts and other official documents related to students to facilitate registration.
- Evaluates transcripts of incoming students and takes appropriate action to insure completeness.
- Maintain and issue official student transcripts.
- Maintains records of grades and absences for each student's file.

### **Data**

- Ensures all data for students is up to date and accurate in student cumulative files, Student Information System (SIS), Power School and in the state/district systems.
- Enters daily attendance and maintain accurate attendance reports in both the district system and Power School.
- Enters and maintains student records, immunization, attendance information, and grade reporting into Power School and state/district system.
- Provides teachers, school districts and work with outside agencies with information regarding student enrollment.
- Reviews student records to ensure current information, accuracy, and completeness with the state/district regulations and guidelines.
- Prepares a variety of records and reports regarding student enrollment.
- Analyzes statistical data on student registration for administrative use in formulating policies.

- Prepares, analyzes, and reports on educational activities for government and educational agencies and interprets registrations policies to faculty and students.
- Monitor and report on attrition and retention.

#### **Clerical**

- Assists in clerical and administrative functions to ensure the smooth operation of the school.
- Mailing recommitment forms and reminder letters.
- Track and monitor project tasks
- Ensure school staff and support center receive key information to support cross functional integration
- Provide visibility and status updates on department projects
- Support Principal in managing project timelines and support timely delegation of responsibilities

**\*\*MAY PERFORM OTHE DUTIES AS ASSIGNED\*\***

#### **DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

#### **SKILLS AND KNOWLEDGE**

1. Has the ability to work and interact with individual at all level of the organization.
2. Has the ability to organize, prioritize and manage multiple priorities.
3. Has the ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Has the ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Possesses good knowledge of company and departmental policies and procedures.
9. Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.
10. Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by the commitment to act in an ethical manner using behaviors that promote a team concept.
11. Follows through on duties and projects assigned.
12. Participates in and successfully complete training programs offered to increase skill and proficiency related to assignments.
13. Reviews current developments, literature and technical sources of information related to job responsibility.
14. Follows company policies, federal and state laws.
15. Ensures adherence to good safety procedures.
16. Consults directly with CSUSA personnel when applicable.

#### **JOB REQUIREMENTS**

- 2 year college degree (required) or higher (preferred).
- Previous School Enrollment Manager, Registrar or equivalent experience highly desired
- Minimum of 2 years relevant experience.
- Experience working in a school office setting highly desired.
- Excellent customer service skills.
- Excellent organization, time management, and follow up skills.
- Must be able to present a professional office with great customer service skills.
- Must have a positive attitude and be able to collaborate with others, while helping to maintain a pleasant working environment.
- Must be detail oriented.
- Bilingual a plus, but not required.
- Ability and willingness to work successfully with students, parents, and staff.
- Must pass a background check.
- Ability and willingness to take directions.
- Excellent references including attendance and punctuality.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; professional phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

#### **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 35 pounds of force as frequently as needed to move objects.

#### **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

#### **TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

#### **FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

#### **EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA Policy.

**DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

## **STUDENT SERVICES COORDINATOR**

### **JOB PURPOSE**

To help students achieve personal fulfillment by providing them with services to make successful personal, educational and occupational life plans.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **Instruction**

- Prepares for and conduct parent and student conferencing according to school policy.
- Student instruction in modalities instituted by school and assigned program (may include but are not limited to: Individual or Group Direct Synchronous Instruction, Learning Support, Life Skills Support, Itinerant Support, Resource Room Support, co-teaching, writing lesson plans, telephone conferencing and instruction, Parent Learning Opportunities).
- Collects data and appropriate work samples.
- Plans and conduct appointments with parents as needed.
- Assists regular education teachers with specially designed instruction when necessary.
- Participates at monthly outings encouraged.
- Provides support for ESE student achievement in the general class through training teachers and assisting with implementation of school inclusion plans.
- Arranges for and assist with training for inclusionary practices.
- Acts as informational liaison for inclusion as appropriate.
- Assists with planning for classroom and testing accommodations for students with disabilities.
- Models strategies for inclusionary practices as appropriate.
- Provides assistance with developing and adapting curriculum materials and educational practices to meet the needs of students and teachers.

#### **Individual Student Counseling**

- Assists students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Works with students in evolving educational and career plans in terms of such evaluation
- Provides individual counseling sessions for assigned students in dealing with their personal needs as they affect school performance, as well as their educational and career plans.
- Provides small and large group counseling sessions, as needed, to address students' personal educational and career plans.
- Assists students in course selections and the scheduling process. Works to prevent students from dropping out of school, and assists those that do in finding alternative educational programs.
- Assists in making arrangements for enrollment in summer school programs to make up noted deficiencies.

- Participates in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school
- Provides emergency support to students as needed during crises.
- Provides students with college financial aid/scholarship resources and assists with college selection (High School).

#### Staff Consultation

- Serves as a consultant to the faculty concerning matters related to guidance services
- Confers with staff regarding students with problems and/or special needs.
- Serves as a resource person for administration in matters relating to students and guidance services; provides thorough and timely reports, data, etc. as requested by administration.

#### Student and Parent Orientation

- Provides students new to the school orientation and information relative to school procedures, curriculum and extra-curricular opportunities.
- Participates in planning and implementing programs which contribute to a smooth transition between grade levels and/or to post-secondary education, which may include orientation programs for students and parents.
- Serves as a resource for information regarding the educational program, activities and services of the school.

#### Record Keeping

- Supervises the maintenance of cumulative records for assigned students in accordance with state and federal laws and regulations as well as CSUSA policy.
- Provides information and prepares recommendations to colleges for admissions and scholarships as well as to potential employers and other agencies for assigned students.
- Maintains counseling record (i.e., summary, log) regarding conferences or other sessions with assigned students.

#### Assessment

- Assists in the administration of state-mandated and CSUSA assessment programs.
- Reviews and interprets results of assessment programs for assigned students and utilizes results for counseling purposes.
- Contributes to the evaluation of current curriculum offerings.
- Assists in developing and implementing an evaluation plan for the guidance program and utilizing results to determine strengths and areas in need of improvement.

#### School and Community Relations

- Strives to establish cooperative relations and makes a reasonable effort to communicate with parents when necessary and appropriate.
- Utilizes the resources of the community in developing and enhancing guidance services and activities.
- Cooperates and shares professionally with members of the staff.
- Assists in interpreting the Guidance Services Program within the school and community.
- Assists community agencies and resource people who deal with students' needs.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

#### DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

#### SKILLS AND KNOWLEDGE

1. Ability to work and interact with individual at all level of the organization.
2. Ability to organize, prioritize and manage multiple priorities.
3. Ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
5. Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
6. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
7. Computer Basics: Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
8. Good knowledge of organization's policies and procedures.
9. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

#### JOB REQUIREMENTS

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid certification for Guidance Counselor.
- Minimum three (3) years experience of successful teaching or counseling services.
- Successful results of criminal and employment background check.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective communication skills.

- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

#### PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderate; it may rise during periods of heavy student traffic.

#### TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

#### FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

#### EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

#### DECLARATION

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid stage certification.
- Minimum three (3) years experience of successful teaching or counseling services.
- Successful results of criminal and employment background check.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.

Strives to research, evaluate and implement best practices.

- Effective communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Position Title: Administrative Assistant  
Reports to: Principal

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### **JOB PURPOSE**

Responsible for ensuring the smooth and efficient operation of the school office in order for the office's maximum positive impact on the education of children can be realized.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Understands role as CSUSA Representative as evidenced within:

- Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by his/her commitment to act in an ethical manner using behaviors that promote a team concept.
- Follows through on duties and projects assigned.
- Participates in and successfully completes training programs offered to increase skill and proficiency related to assignments.
- Reviews current developments, literature and technical sources of information related to job responsibility.
- Follows company policies, and federal and state laws.
- Ensures adherence to good safety procedures.
- Consults directly with CSUSA personnel when applicable.

School office responsibilities:

- Takes and transcribes dictation of various types, including reports, correspondence, observation and evaluation reports, letters, memos, newsletters, and other documents.
- Maintains the schedule of appointments for the principal and makes arrangements for meetings, conferences, interviews and other activities.
- Prepares evaluations, memos, newsletters, presentations and other documents at direction of the Principal.
- Coordinates the assignments and the work of substitute teachers.
- Performs office routines and practices such as sorting mail, operating the copy machine, serving as telephone receptionist and others.
- Prepares processes and maintains oversight of purchase orders.
- Maintains an appropriate filing system and readily retrieves documents through the use of this system.
- Manages records and correspondence, improves systems when necessary; responds to requests for information.
- Acts as an information resource for other office personnel in the building; communicates assigned duties to other office personnel as required.
- Has the ability to organize and prioritize multiple assignments.
- Is extremely organized, process driven, and detail oriented.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

**SKILLS AND KNOWLEDGE:**

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Has the ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: is courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations; requires demonstrated poise, tact and diplomacy.
- Maintains the confidentiality of school business.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Possesses great phone etiquette.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works with and interacts with staff and relates to individuals at all levels of the organization., Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses strong customer orientation.
- Works with large amounts of data, researches and interprets records, detects errors, and makes the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting for long periods of time
- The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 10 pounds of force
- Vision abilities required by this job include close vision, depth perception and ability to adjust focus.

**WORK ENVIRONMENT:**

While performing the duties of this job, the employee is occasionally exposed to office equipment and vehicles. The noise level in the work environment is usually quiet to moderate.

**TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

**FLSA OVERTIME CATEGORY:**

Job is non-exempt under the overtime provisions of the Fair Labor Standards Act.

**EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA's Policy.

**DECLARATION:**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

**JOB REQUIREMENTS**

- High School diploma or equivalent.
- One to two years of office experience with a wide variety of responsibilities.
- Successful results of criminal and employment background check.
- Comfortable working in learning environment as part of a team.
- Bilingual ability may be required per advertised vacancy specifications.
- Demonstrated proficiency with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

Position Title: Receptionist  
Reports to: Principal

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### **JOB PURPOSE**

Serve as primary reception and information resource for the assigned location by assisting walk-in traffic and by answering telephone inquiries. Provide supplementary clerical, computer, and operational support to school. This position is the focal point for the school.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

Understands role as CSUSA Representative as evidenced within:

- Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by his/her commitment to act in an ethical manner using behaviors that promote a team concept.
- Follows through on duties and projects assigned.
- Participates in and completes training programs successfully offered to increase skill and proficiency related to assignments.
- Reviews current developments, literature and technical sources of information related to job responsibility.
- Follows company policies, and federal and state laws.
- Ensures adherence to good safety procedures.
- Consults directly with CSUSA personnel when applicable.

Front office responsibilities

- Greets and directs walk-in traffic providing general information and making referrals to offices and services as appropriate.
- Answers phone inquiries by providing general information and/or connecting calls to offices and services as appropriate.
- Maintains a master guide of activities, events, and related information for the school.
- Performs a variety of clerical tasks which may include scheduling and maintaining records of school activities, tracking student attendance, check-in/check-out of supplies and materials, photocopying, typing, data input, sorting mail, making up file folders, and/or transmitting/receiving fax documents and email.
- Schedules appointments and meetings, which may include reserving conference rooms and facilities, organizing materials, sending out meeting notices, arranging for catering services, and maintaining calendars.
- Responds to telephone requests for specific materials to be mailed and assists with mailing general school information to parents.
- Responds to telephone and written requests for school information.
- Maintains confidentiality of records as appropriate.
- Serves as liaison for administrators and teachers.
- Ensures Front Office is organized and information sheets for parents are stocked.
- Maintains inventory of office supplies, ordering from outside vendors or bookstores, as needed within available budget with direction from Principal or Business Administrator.
- Provides passes to students as appropriate.
- Orients and situates substitute teachers.
- Calls parents on waiting list when an opening at the school arises.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

## **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

## **SKILLS AND KNOWLEDGE**

- Has the ability to work and interact with individual at all level of the organization.
- Has the ability to organize, prioritize and manage multiple priorities.
- Has the ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
- Has the ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Demonstrates proficient use of computer software – Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS) and email communications.
- Possesses good knowledge of company and departmental policies and procedures.
- Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

## **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must be able to remain calm in fast paced environment.
- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

## **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

## **TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

## **FLSA OVERTIME CATEGORY**

Job is non-exempt under the overtime provisions of the Fair Labor Standards Act.

## **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA Policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including termination.

### **JOB REQUIREMENTS**

- High School graduate or equivalent.
- Minimum of 2 years relevant experience.
- Experience working in a school office setting highly desired.
- Excellent customer service skills.
- Excellent organization, time management, and follow up skills.
- Must be able to present a professional office with great customer service skills.
- Must have a positive attitude and be able to collaborate with others, while helping to maintain a pleasant working environment.
- Must be detail oriented.
- Bilingual a plus, but not required.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Ability and willingness to take directions.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



## Position Description

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Position Title: Nurse

Reports to: Principal

Job Code: 770X00

Revision Date: 06/2011

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### **JOB PURPOSE**

To support the instructional program by creating a climate of health and well-being in the school and by addressing the health needs of the school, consistent with the goals set forth by CSUSA.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **Assessment**

- Maintains a complete, up-to-date health record system using available technology.
- Plans and conducts screenings, examinations and health appraisals in accordance with state law and CSUSA policy.
- Monitors newly enrolled students in order to ensure that state law and district policy are implemented concerning health issues (i.e., immunization, medical records).

#### **Consultation**

- Advises and counsels students, staff and parents, as appropriate, concerning health issues.
- Makes referrals to school resources and/or community agencies as necessary.
- Serves as consultant and resource person in health instruction and curriculum planning.
- Provides input to the administration concerning the implementation of state law and the development of CSUSA policies and procedures related to health issues.

#### **Emergency Care**

- Provides first aid as needed.
- Assists emergency care givers as applicable.
- Maintains appropriate records as required.

#### **School Environment**

- Makes recommendations to the principal regarding health and safety to promote a safe, healthy and comfortable learning environment.
- Administers medication in accordance with state law and CSUSA policy.

#### **School /Community Relations**

- Communicates with parents/guardians as needed concerning their child's health.
- Keeps staff informed about relevant health issues.



## Position Description

- Communicates with various health-related organizations in the community and surrounding areas as needed for students and staff.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Ability to work and interact with individual at all level of the organization.
- Ability to organize, prioritize and manage multiple priorities.
- Ability to prepare comprehensive reports, including writing report sections, integrating content, and formatting the report electronically when needed.
- Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Ability to establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Computer Basics – Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS).
- Knowledge of company and departmental policies and procedures.
- Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

### **PHYSICAL DEMANDS**

- No physical exertion required.
- Required to sit and stand for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **JOB REQUIREMENTS**

- Current license as a registered professional nurse in state.
- Certification as a school nurse or working toward this certification in accordance with state law and regulation.
- Bachelor's Degree from an accredited college.
- Minimum of three years successful experience as a nurse or school nurse (preferred).
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



## Position Description

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### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level in the work environment is moderate.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### **FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

### **EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA Policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Job Description

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Job Title: FOOD SERVICE SUPERVISOR/DIRECTOR

Reports to: National School Lunch Program Director

Job Code: 760X00

Revision Date: 01/2009

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### **JOB PURPOSE**

Administer the food service program at school level in an efficient and effective manner to meet nutritional needs and program acceptability of students and staff in accordance with federal, state, and local regulations and CSUSA guidelines.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Ensures daily lunch count from teachers
- Oversees/conducts food preparation
- Oversees/conducts stocking of supplies for the day
- Functions as cashier
- Oversees/conducts kitchen and cafeteria clean up and preparation for next day
- Oversees/conducts the ordering of supplies
- Oversees/conducts receiving of deliveries
- Supervises and evaluates food service personnel. Recommends employees for appointment, re-appointment, transfer, and termination
- Maintains high standards of sanitation and safety and complies with all applicable CSUSA policies and procedures, state and federal regulations
- Submits reports and maintains records as required, especially regarding free and reduced lunch
- Controls labor, food, and non-food costs
- Recommends purchases of equipment
- Communicates with parents regarding their cafeteria questions/concerns
- Serves as resource person for school health and nutrition education activities
- Manages the collection of monies and makes daily deposit
- Maintains accurate financial records
- Inputs new students, processes withdrawing students and ensures student count on MicroCheck matches Registrar's (National School Lunch Program compliance)
- Allows/includes print rich environment in cafeteria to support curriculum
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***



## Job Description

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### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Time Management – Prioritizing, Organizing, Scheduling
- Communication – Oral, Written, Interpersonal (active listening), Negotiating and Influencing
- Safety and sanitation procedures regarding food handling
- Organization skills for paperwork

### **JOB REQUIREMENTS**

- High School Diploma, GED or equivalent.
- Three (3) years experience in Institutional Food Service preferred.
- Two (2) years experience in Food Service Supervision and/or successful completion of recognized Food Service Manager Trainee Program (or equivalent) preferred.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### **PHYSICAL DEMANDS**

- Stand for long lengths of time.
- Lift up to 40 pounds.
- Put away deliveries and stock; keep area tidy; sweep floors.
- Physical agility to break down boxes and carry trash to dumpster.

### **PERSONAL PROTECTIVE EQUIPMENT**

- Heat resistant mitts

### **WORK ENVIRONMENT**

- Room temperature may be warm while the ovens are working.
- Noise level is moderate but it may rise during meals due to heavy student traffic.

### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### **FLSA OVERTIME CATEGORY**

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Food Service Supervisor



## Job Description

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Performance will be evaluated in accordance with Charter Schools USA's Policy.

### **DECLARATION**

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Position Title: Food Service Worker  
Reports to: Principal

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### **JOB PURPOSE**

Prepare and serve meals at the school level in an efficient and effective manner to meet the nutritional needs and program acceptability of students and staff in accordance with federal, state and local regulations and CSUSA guidelines.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Receives deliveries properly – including accuracy of delivery compared to what was ordered, rotating stock, and putting delivery away.
- Stocks the food serving line for that day.
- Ensures proper, safe temperature of foods before serving.
- Prepares and serves meals in a timely manner.
- Cleans up kitchen and serving line.
- Takes trash (including breaking down boxes) to dumpster.
- Stocks for the next day including pulling appropriate food items from freezer.
- Deals courteously with the public.
- Maintains an effective working relationship with school faculty, staff and students.
- Maintains high standards of work habits, sanitation and safety.
- Maintains records and reports as required by supervisor.
- Understands, follows, and gives oral and written directions.
- Ensures cash drawer is in balance.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrate enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Time Management – Prioritizing, Organizing.
- Communication – Oral, Written, Listening.
- Proper food handling procedures.
- Understands and practices safety and sanitation.

### **PHYSICAL DEMANDS**

- Stand for long lengths of time
- Lift up to 40 pounds.

- Stock deliveries and keep the area free of obstacles.
- Sweep floors.
- Ability to break down boxes and carry trash to dumpster.

#### **PERSONAL PROTECTIVE EQUIPMENT**

- Heat resistant mitts

#### **WORK ENVIRONMENT**

- Room temperature may be warm when the ovens are working.
- May be noisy during meals due to heavy student traffic.

#### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

#### **FLSA OVERTIME CATEGORY**

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION**

Performance will be evaluated in accordance with Charter School USA’s Policy.

#### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

#### **JOB REQUIREMENTS**

- High School Diploma or the equivalent preferred.
- Two years (2) experience in food service preferred.
- Knowledge of computer, cash register, and/or food processing machinery as related to specific job functions preferred.
- Successful completion of background check.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



## Job Description

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Job Title: BEFORE/AFTER CARE DIRECTOR

Reports to: Business Administrator

Job Code: 900X00

Revision Date: 01/09

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### **JOB PURPOSE**

Oversee maintaining an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising staff and students during authorized before or after school programs in accordance with CSUSA policy and established school procedures.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **Oversees Day-to-Day Operations of Before and Aftercare Program**

- Oversees registration of students into program.
- Monitors staff and students.
- Oversees proper student sign-in and dismissal procedures for Before Care.
- Oversees proper student check-in and dismissal procedures for After Care.
- Observes who enters and leaves child care area.
- Oversees and/or assists students with homework.
- Oversees and/or passes out snacks.
- Oversees and /or plays with students on playground.
- Coordinates field trips.

#### **Ensures Proper Infrastructure of Before and Aftercare Program**

- Ensures background check work references have been conducted on staff.
- Organizes and plans for age specific craft/entertainment programs.
- Purchases crafts and snacks.
- Organizes and plans for Spring/Summer Camp Programs.
- Submits reports and maintain records.

#### **Oversees Finances of Before and Aftercare Program**

- Plans budget.
- Ensures compliance to Budget.
- Receives and handles money in accordance with CSUSA guidelines.
- Oversees collection of A/R and NSF checks.
- Maintains accurate financial records.
- Maintains up to date data base of customers.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***



## Job Description

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### DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### SKILLS AND KNOWLEDGE

- Demonstrated ability to lead people and get results through others.
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong customer and student orientation.
- Ability to work with large amounts of data, to research and interpret records, to detect errors, and make the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to implement best practices.
- Ability to be courteous and professional when dealing with parents, children and other co-workers.
- Supervisory Skills

### JOB REQUIREMENTS

- High School Diploma, or higher.
- Three (3) years experience in childcare management.
- Special certifications, i.e. CPR training, preferred.
- Computer literacy; proficient with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### PHYSICAL DEMANDS

- Frequent reaching and stretching to pass out snacks.
- Frequent bending and flexing of arms and legs to play active games with children.
- Light work: Exerting up to 40 pounds of force occasionally (ice coolers), and/or up to 20 pounds of force as frequently as needed to move objects.

### PERSONAL PROTECTIVE EQUIPMENT

Before/After Care Director



## Job Description

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- None

### **WORK ENVIRONMENT**

- Usual child care working conditions

### **DECLARATION**

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Position Title: Before & After Care Worker  
Reports to: Principal

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## **JOB PURPOSE**

Responsible for assisting in maintenance of an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising students during authorized before or after school programs in accordance with CSUSA policy and established school procedures.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

This position is one that is in the public eye and program assistants must always reflect a professional manner as well as provide excellent customer service.

Candidates must be able to resolve conflicts with children and parents, possess the ability to be firm but friendly, and must be able to be courteous and professional when dealing with parents, children and other co-workers. Program assistant reports to the Director of the Before and After Care Program and to the school principal.

- Follows proper student sign in and dismissal procedures for Before Care.
- Follows proper student check in and dismissal procedures for After Care.
- Monitors students.
- Observes who enters and leaves child care area.
- Assists students with homework.
- Passes out snacks .
- Plays with students on playground.
- Tutors and assists students with homework.
- Resolves conflicts with children and parents.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

## **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

## **SKILLS AND KNOWLEDGE**

- Has the ability to be firm but friendly.
- Has the ability to be courteous and professional when dealing with parents, children and other co-workers.

## **PHYSICAL DEMANDS**

- Frequent reaching and stretching to pass out snacks.
- Frequent bending and flexing of arms and legs to play active games with children.

- Light work: Exerting up to 40 pounds of force occasionally (ice coolers), and/or up to 20 pounds of force as frequently as needed to move objects.

### **PERSONAL PROTECTIVE EQUIPMENT**

- None

### **TERMS OF EMPLOYMENT**

- Hourly rate shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.
- Must be fingerprinted/background checked through district prior to start date.

### **FLSA OVERTIME CATEGORY**

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

### **WORK ENVIRONMENT**

- The worker is subject to moderate noise in the school environment. The worker is not substantially exposed to adverse environmental conditions.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

### **JOB REQUIREMENTS**

- High school diploma or higher education credential.
- Previous experience as daycare assistant or summer camp counselor, preferred
- Must like children.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



## Position Description

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Job Title: 5th Grade Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



## Position Description

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



## Position Description

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### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

**5<sup>th</sup> Grade Teacher**



## Position Description

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

Position Title: MATH TEACHER (MIDDLE SCHOOL)  
 Reports to: Principal or Assistant Principal  
 Job Code(s): 102X00  
 Revision Date: 04/2011

### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develop lesson plans consistent with established guidelines. Establish effective rapport with students, staff members and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **Instruction/Education Responsibilities**

- Present subject matter to students to maximize learning opportunity.
- Review student records in order to develop a foundation of understanding regarding each student's abilities and needs.
- Maintain accurate and complete student records.
- Strive to maximize the educational achievement of each student.
- Demonstrate a variety / range of student learning modalities in each lesson.
- Frequently utilize diagnostic assessment of student learning.
- Frequently assess student strengths and weaknesses, provide appropriate activities to address student needs and generates progress reports as required.
- Refer students with suspected learning problems to appropriate support personnel.
- Assign lessons, correct student work product and review oral presentations.
- Coordinate class field trips.
- Prepare students for state required achievement assessments.

#### **Provide a Classroom Environment Conducive to Learning**

- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Ensure classroom is clean, safe and includes student generated work on display as appropriate.
- Implement all relevant policies governing student conduct.
- Develop reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

#### **Instructional Planning**

- Develop lesson plans consistent with established guidelines and goals.
- Plan individual and / group learning activities designed to meet instructional objective and students needs.



## Position Description

- Prepare for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participate with other staff members in curriculum planning during designated meetings.
- Incorporate into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Take all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### **School/Community Relations**

- Strive to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicate clearly, consistently and positively with parents via all appropriate mediums.
- Cooperate with members of the administration and other staff.
- Maintain confidentiality about students.
- Attend parent communication activities.
- Participate in extracurricular activities as required.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong time management & organizational skills and the ability to prioritize wisely.
- Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff.
- Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Strong student orientation.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



## Position Description

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### **JOB REQUIREMENTS**

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid teaching certification in Middle School Math.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective instructional delivery techniques and excellent communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's Policy.

### **DECLARATION**

Human Resources retain the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

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Job Title: Elementary/Middle School Music Teacher

Reports to: School Principal

Job Code:

Revision Date: March 25, 2015

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.
- Provide a Classroom Environment Conducive to Learning
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

**Elementary/Middle School Music Teacher**



## Position Description

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- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.
- Instructional Planning
- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.
  
- School/Community Relations
- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



## Position Description

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### SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### **Elementary/Middle School Music Teacher**



## Position Description

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- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy.
- Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA’s policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

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Job Title: Elementary Art Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



## Position Description

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### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



## Position Description

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### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Position Description

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### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

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Job Title: Middle School Art Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



## Position Description

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### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



## Position Description

---

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Position Description

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

---

Job Title: Elementary Physical Education Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

---

### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



## Position Description

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### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



## Position Description

---

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Position Description

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### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

---

Job Title: Middle School Physical Education Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

---

### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



## Position Description

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



## Position Description

---

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Position Description

---

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

---

Job Title: Elementary Foreign Language Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

---

### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



## Position Description

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### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



## Position Description

---

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Position Description

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

---

Job Title: Middle School Foreign Language Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

---

### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



## Position Description

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



## Position Description

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### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Position Description

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

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Job Title: Elementary Technology Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



## Position Description

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### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



## Position Description

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### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Position Description

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

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Job Title: Middle School Technology Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



## Position Description

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



## Position Description

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### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Position Description

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### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

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**Job Title:** Physical Education Aide

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### **JOB PURPOSE**

The Physical Education Aide for assisting in the general supervision and management of the children, which allows the teachers more time to focus on the educational needs of students. The incumbent must be willing to fulfill responsibilities in accordance with the school's educational philosophy.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instructional Setting

- Assists in the implementation of the daily program under the direction of the teacher.
- Assists in planning and preparing the learning environment, setting up interest centers and preparing needed materials and supplies for students' daily activities.
- Works individually or in small groups with students to review classroom instruction, listens to reading groups, or assists answering questions.
- Supervises outside playground activities.
- Helps with general housekeeping tasks.
- Assists the teacher in any other appropriate ways.
- Performs clerical tasks.
- Treats all children with dignity and respect.
- Attends all staff meetings and recommended training programs and conferences, including in-service training as may be required by the district.
- Operates and cares for instructional equipment used in the classroom.
- Performs other duties as assigned by the Principal.
- Follows directions given by head teacher or immediate supervisor.

#### Student Management

- Assists with the supervision of students outside the classroom such as: field trips to assist with student supervision and safety, during play period, lunchroom activities, dismissal, etc.
- Supervise the classroom when the teacher is out of the room.

#### School/Community Relations

- Maintains confidentiality about children, their families, and other employees outside the school.
- Handles sensitive and confidential information, documents, communications, incidents, etc., with discretion and in a conscientious manner.
- Cooperates and share professionally with other members of the staff.
- Promotes high academic/achievement for all children;
- Promotes a greater focus on teaching and learning;
- Promotes flexibility to stimulate local initiatives coupled with responsibility for student performance;
- Promotes improved linkages among schools, parents and communities.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.



## Position Description

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### SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; supports the company’s values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Has strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.
- Establishes excellent interpersonal skills between all stakeholders: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Is proficient with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement consistently best practices and positive character education.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

### TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### FLSA OVERTIME CATEGORY

Job is non-exempt under the overtime provisions of the Fair Labor Standards Act.

### EVALUATION

Performance will be evaluated in accordance with Charter Schools USA’s Policy.

### DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

### JOB REQUIREMENTS

- High School degree, GED, or equivalent experience.
- Speak, read, and write English fluently.
- Successful results of criminal and employment background check.
- Experience in working with children, preferably children with disabilities.
- Be in the process of becoming professionally prepared to supervise young children.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Commitment to company values.
- Adherence to the requirements of the Code of Ethics for the Education Profession.



## Position Description

- Equivalent combinations of education and experience that provide the required knowledge, abilities and skills will be evaluated on an individual basis.



## Position Description

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**Job Title:** Special Education/ ESE Teacher

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### **JOB PURPOSE**

Work in partnership with parents, students, and regular education teachers in accordance with the school's mission and vision in order to promote student achievement. The following responsibilities and duties are the means to achieve that end while maintaining compliance with Federal and State Regulations.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction

- Prepares for and conducts Parent and student conferencing according to school policy.
- Delivers student instruction in modalities instituted by school and assigned program (may include but are not limited to: Individual or Group Direct Synchronous Instruction, Learning Support, Life Skills Support, Itinerant Support, Resource Room Support, co-teaching, writing lesson plans, telephone conferencing and instruction, Parent Learning Opportunities).
- Collects data and appropriate work samples.
- Plans and conducts appointments with parents as needed.
- Assists regular education teachers with specially designed instruction when necessary.
- Participates at monthly outings encouraged.
- Provides support for ESE student achievement in the general class through training teachers and assisting with implementation of school inclusion plans.
- Arranges for and assists with training for inclusionary practices.
- Acts as informational liaison for inclusion as appropriate.
- Assists with planning for classroom and testing accommodations for students with disabilities.
- Models strategies for inclusionary practices as appropriate.
- Provides assistance with developing and adapting curriculum materials and educational practices to meet the needs of students and teachers.

#### Monitoring and Compliance

- Collaborates with regular education teachers to monitor student progress and compliance (including student compliancy issues, withdrawals, etc.).
- Proctors standardized tests.
- Completes student progress reports four times a year (quarterly).

#### Special Education Responsibilities

- Maintains IEPs, Quarterly Reports, Progress Monitoring for caseload.
- Develops and Implements IEPs with measurable goals using Progress Monitoring.
- Collects and Reports Progress Monitoring Data for all student goals.
- Conduct IEP meetings within timelines.
- Makes data-driven instructional decisions to improve student outcomes.
- Completes Quarterly Progress Reports.
- Maintains accurate and compliant special education data (class lists with contact info, related services info, IEP due dates, etc.).
- Completes reevaluations in accordance with Regulations and best practice.
- Completes all special education paperwork accurately, according to regulations, and on time.
- Develops and monitors appropriate transition plans for students of transition age.
- Maintains communication with Related Service Providers and Case Managers to ensure compliance with provision of services, evaluations, and quarterly progress reports.
- Administers diagnostic assessments as needed.



## Position Description

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- Obtains and maintains compliant special education student files.
- Participates in State specific training.
- Attends Professional Development as designated on school calendar (travel may be required).

### Communication

- Communicates with Regular Education Teachers and Administrators when necessary.
- Participates in weekly team meetings.
- Acknowledge e-mails and voice mails within 24 hours (excluding weekends, holidays, etc.).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

### PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### TERMS OF EMPLOYMENT:



## Position Description

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

### EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

### DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including termination.

### **JOB REQUIREMENTS**

- Bachelor’s degree (BA) from an accredited college or university or equivalent.
- State Certified in Special Education as well as Highly Qualified (HQ) status in the subject areas and grades assigned.
- Certified in at least two areas of Exceptional Education, preferred.
- Successful results of criminal and employment background check.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Minimum of three (3) years successful teaching experience.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



## Position Description

Job Title: Special Education Aide

### **JOB PURPOSE**

Assist the special education teacher by working with individual special education students to provide them with physical assistance, safety and emotional support as needed to gain optimum benefit from their placement in the school environment. The Aide must be willing to fulfill responsibilities in accordance with the school's educational philosophy.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instructional Setting

- Educates individual students (one-on-one or small group) who are on IEP's under the direction of the supervising special education teacher.
- Assists the special education teacher in the use and adaptation of a wide range of therapy techniques and equipment (when applicable).
- Participates in the implementation of the individualized rehabilitative plan for a specific student (when applicable).
- Attends all staff meetings and recommended training programs and conferences, including in-service training as may be required by the state/parish.
- Confers and plans with teachers related to IEP objectives and/or modifications, and providing documentation. Works with the teacher to develop classroom schedules.
- Prepares classroom materials related to IEP's or modifications/accommodations.
- Provides assistance to students in bathroom and other physical needs, as appropriate and necessary.
- Assists, where appropriate, in loading and unloading the special education pupil from transportation bus or van.
- Assists the pupil with various projects, crafts, and curriculum tasks.

#### Student Management

- Contributes to the management and modification of a student's behavior within and outside the classrooms as necessary.
- Participates in restraining disruptive or dangerous physical behavior as requested or assigned.
- Accompanies the teacher and student on class trips to assist with the supervision of behavior and safety issues.
- Provides safety and security, as needed, during the transportation of the student to and from school building.

#### School/Community Relations

- Handles sensitive and confidential information, documents, communications, incidents, etc., with discretion and in a conscientious manner.
- Cooperates and shares professionally with other members of the staff.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.

Special Education Aide



## Position Description

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- Has the ability to work and interact with individual at all level of the organization.
- Has the ability to organize, prioritize and manage multiple priorities.
- Displays good communication, and uses common sense and a street-smart approach to student psychology.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral, Written, Interpersonal (active listening), Negotiating and Influencing.
- Possesses basic computer skills in the following: Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS).
- Possesses good knowledge of company and school policies and procedures.
- Has detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

### **JOB REQUIREMENTS**

- High School degree, GED, or equivalent experience.
- Experience in working with children, preferably children with disabilities.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

### **PHYSICAL DEMANDS**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- The noise level in the work environment is moderate.

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Position Description

**Job Title:** Intensive Reading Teacher

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### **JOB PURPOSE**

Responsible for providing assistance to supervisors and teachers with the implementation of a reading curriculum which matches the federal, state, and school mandates to increase the reading achievement of all the students in the school. Implements and manages appropriate interventions for students.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Demonstrates knowledge of the content area and approved curriculum.
- Utilizes a variety of teaching methods and resources for each area taught.
- Communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
- Comprehends the principles of student growth, development, and learning, and applies them appropriately.
- Utilizes student assessment techniques and procedures.
- Manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
- Recognizes student diversity and create an atmosphere conducive to the promotion of positive student involvement and self-concept.
- Demonstrates a willingness to examine and implement change, as appropriate.
- Works productively with colleagues, parents, and community members.
- Meets professionalism requirements and responsibilities.
- Supervises paraprofessionals assigned to math intervention.
- Complies with Code of Ethics of the Education Profession Standards of Professional Conduct.
- Collaborates with individual teachers through co-planning, co-teaching, and coaching.
- Works with and models intervention programs with small groups of students.
- Works with parent/guardians and community leaders to foster home/school/community partnerships focused on students' learning of reading.
- Participates in on-going annual professional development trainings to enhance job efficacy through increased reading content knowledge, understanding of pedagogy models, inter-personal skills development, and curricular materials knowledge.
- Designs and implements appropriate intervention strategies for struggling students.
- Designs and implements Reading Nights to involve families and community members.
- Completes other tasks as deemed appropriate by the immediate supervisor and/or the principal.
- Collects and reports student data.
- Administers and analyze reading diagnostic and progress monitoring assessments.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward working with struggling readers



## Position Description

- Demonstrates enthusiasm and commitment toward the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Is proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education.
- Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

### **JOB REQUIREMENTS**

- Bachelor's degree (Master's Preferred) and eligibility for Florida teaching certification.
- Demonstrated evidence of involvement in school activities involving leadership responsibilities.
- Certification in Reading & Reading Endorsed
- ESOL Endorsement
- Effective instructional delivery techniques and excellent communication skills.
- Minimum of three years of K-12 classroom teaching with demonstrable positive impact on achievement
- Demonstrate evidence of involvement in school activities involving leadership responsibilities such as conducting professional development activities, classroom demonstrations, and assisting teachers in the implementation of instructional processes and programs.
- Prior experience as a coach or master teacher modeling lessons in the subject matter
- At least 24 hours of college reading credit
- Knowledge of core academic subject assigned.
- Highly knowledgeable of curriculum, instruction and assessment
- Effective instructional delivery techniques and strong organizational, communication, and interpersonal skills
- Use technology to strengthen the teaching/learning process.
- Commitment to company values

### **WORK ENVIRONMENT**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **PHYSICAL DEMANDS**



## Position Description

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must have the ability to sit and stand for extended periods of time.
- Exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone.
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone.
- Physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, climb stairs, and reach overhead.

### TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

### EVALUATION

Performance will be evaluated in accordance with Charter Schools USA Policy.

### DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

## **CO-TEACHER**

### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

#### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

#### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

#### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

#### DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

#### SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

#### PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

#### TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy.
- Length of the work year and hours of employment shall be those established by Charter Schools USA.

- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

#### FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### EVALUATION

Performance will be evaluated in accordance with Charter Schools USA’s Policy.

#### DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including terminated.

#### JOB REQUIREMENTS

- Bachelor’s degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



## Position Description

Position Title: CURRICULUM RESOURCE TEACHER

Reports to: Principal or Assistant Principal

Job Code: 107X00

Revision Date: 04/2011

### **JOB PURPOSE**

Responsible for providing curriculum training and support to teachers and assisting with curriculum implementation. Conducts ongoing staff development, performs periodic classroom visitations, collects and reports quarterly student data, and monitors programs.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Develops and conducts in-service training for all teachers regarding the curriculum, researched-based instructional strategies, and best practices.
- Performs periodic classroom visitations, assists teachers in the improvement of instructional performance, performs periodic binder reviews, and monitors improvement.
- Demonstrates lessons in classroom situations for observation by teachers.
- Trains new teachers in the use of Student Information System (SIS) and school-based resources and procedures.
- Facilitates grade level and/or subject area team meetings.
- Serves as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional techniques, and implementing reading strategies across the curriculum.
- Assists with the development of school literacy initiatives.
- Collects, analyzes, and reports school and student benchmark data.
- Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and instructional best practices.
- Attends monthly CSUSA Curriculum Cadres.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management and organizational skills and the ability to prioritize effectively.



## Position Description

- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Demonstrates and articulates a thorough understanding of *The Art & Science of Teaching* (Robert Marzano).

### **JOB REQUIREMENTS**

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Master's Degree preferred and applicable teaching certificate
- Minimum of three (3) years of K-12 classroom teaching with demonstrable positive impact on achievement.
- Demonstrated evidence of involvement in school activities involving leadership responsibilities.
- Reading Specialist Certification/Endorsement Preferred.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Commitment to company values.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.



## Position Description

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The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must have the ability to sit and stand for extended periods of time.
- Exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone.
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone.
- Physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, climb stairs, and reach overhead.

### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA Policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Appendix Q  
School Start-up  
Plan

The construction project will be managed by the EMO. The development team of project managers coordinates the creation, implementation, and adherence to school-opening milestones and benchmarks. All project-related schedules are tracked and accessible online to ensure the most up-to-date information is available at all times. The development team will guide the project to successful completion by leading weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.

A model project timeline for the School's opening would include, but not be limited to the milestones/benchmarks outlined in the table below, which represents broad areas of activity. Detailed project plans will be built for each phase of the project. The EMO has developed a proprietary comprehensive checklist detailing over 1,000 items to be completed to ensure a successful and safe school opening.

The New School Opening Team (NSOT) is a team of professionals representing each functional area. They are focused on ensuring all tasks that are required to open a brand-new school are completed on time and correctly. The NSOT will be led by a project manager who is responsible for planning, implementing, and directing the operational procedures for the School's opening.

The project manager completes the following tasks:

- Facilitate weekly or bi-weekly (depending on time of year) meetings for the purpose of identifying issues, developing recommendations, and oversight of project status
- Implement systems for quality assurance, support, oversight, and accountability
- Develop full-scale project plans
- Track project deliverables using appropriate tools
- Consistent monitoring and reporting on the progress of the projects to department heads and the CSUSA Executive Team

Meetings are attended by all departments and, once hired, the new school leadership team (principal, assistant principal, school operations administrator, etc.). Meetings are tailored to the corresponding timeline in the project plan. Each department is responsible for providing updates/info on their respective tasks and alerting the team of any potential issues. Any deficiencies or delays noticed by the project manager will also be addressed in these meetings.

The NSOT will commence as soon as the School is given a green light and will run through October after school has opened, ending in an after-action review of the project. A start-up budget is also included after the timetable below.

Period	Projected Timetable for Key Project Tasks
4/16 – 10/16	<ul style="list-style-type: none"> <li>• Approval of Charter Application</li> <li>• Construction Drawings/Plans Approval</li> <li>• Approval of Charter Contract</li> <li>• Finalize Architectural Design</li> <li>• Management Agreement Executed</li> <li>• Site Selected and Contract Executed</li> <li>• Site Review                             <ul style="list-style-type: none"> <li>○ Facilities – Use for Programs (e.g. Athletics, Sciences, etc.)</li> <li>○ Site Plan – Ingress/Egress, Transportation, Fields, Parking, Signage</li> <li>○ Zoning</li> </ul> </li> <li>• Construction Financing</li> <li>• Site Plan Approval</li> <li>• Land Development Permit</li> </ul>
6/16 – 11/16	<ul style="list-style-type: none"> <li>• Apply for General Building Permit</li> <li>• Land Development</li> <li>• Facility Construction</li> <li>• Open Enrollment Period</li> <li>• Enrollment – Finalize the Academy’s Budgets/Forecasts</li> <li>• General Community Awareness/Information Marketing</li> <li>• Technology Planning</li> <li>• Identify Potential Leadership Candidates</li> <li>• Lottery, if necessary</li> </ul>
11/16 – 8/17	<ul style="list-style-type: none"> <li>• Finalize Curriculum and Other Instructional Materials</li> <li>• RFP’s for Vendors                             <ul style="list-style-type: none"> <li>○ Services</li> <li>○ Furniture, Fixture, and Equipment listing (FF&amp;E)</li> <li>○ Technology</li> <li>○ Instructional Materials</li> </ul> </li> <li>• Community Activities</li> <li>• Facility Lease Executed</li> <li>• Construction (Ongoing)</li> <li>• Faculty Recruiting and Hiring</li> <li>• Faculty and Staff Training</li> <li>• Direct Marketing for Student Enrollment</li> <li>• Student Enrollment/Registration (Ongoing)</li> <li>• Complete Construction</li> </ul>
12/16 – 8/17	<ul style="list-style-type: none"> <li>• Certificate of Occupancy</li> <li>• Governing Board training</li> <li>• Installation of FF&amp;E</li> <li>• Technology Installation</li> <li>• Staff Move-in</li> <li>• Staff Training</li> <li>• Teacher Professional Development</li> <li>• “Open House” Sessions for Parents/Students</li> <li>• Student Enrollment/Registration (Ongoing)</li> <li>• First Day of School</li> <li>• Direct Marketing for Student Enrollment</li> </ul>

**Mevers Berkeley School of Excellence**

Start-Up Budget

Pre-opening for 2017-18 School Year

	Description	Amount	Assumption	MAR	APR	MAY	JUN
	<b>REVENUES</b>						
1	Other (see assumption)	\$115,060.00	The planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. All initial startup cost for planning and development of the School will be paid by the ESP and reimbursed by the school upon operation. Charge-backs will be limited to direct costs only. These costs are incorporated into the school's first year's budget.	\$ 8,150.00	\$ 41,470.00	\$ 32,720.00	\$ 32,720.00
2	Start-up Grants	\$0.00					
3	<b>TOTAL REVENUE</b>	<b>\$115,060.00</b>		<b>\$ 8,150.00</b>	<b>\$ 41,470.00</b>	<b>\$ 32,720.00</b>	<b>\$ 32,720.00</b>
	<b>EXPENDITURES</b>						
	<b>Administrative Expenses</b>						
4	Salaries & Benefits	\$65,800.00			\$ 21,933.33	\$ 21,933.33	\$ 21,933.33
5	Advertising/ Marketing	\$12,500.00			\$ 10,000.00	\$ 1,250.00	\$ 1,250.00
6	Professional Services	\$3,000.00		\$ 3,000.00			
7	<b>Total Administrative</b>	<b>\$81,300.00</b>		<b>\$3,000.00</b>	<b>\$31,933.33</b>	<b>\$23,183.33</b>	<b>\$23,183.33</b>
	<b>Supplies &amp; Equipment</b>						
8	Printing and Postage	\$6,500.00		\$ 1,625.00	\$ 1,625.00	\$ 1,625.00	\$ 1,625.00
9	Materials & Supplies	\$1,000.00		\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00
10	<b>Total Supplies &amp; Equipment</b>	<b>\$7,500.00</b>		<b>\$ 1,875.00</b>	<b>\$ 1,875.00</b>	<b>\$ 1,875.00</b>	<b>\$ 1,875.00</b>
	<b>Facility</b>						
11	Rent	\$13,160.00			\$ 4,386.67	\$ 4,386.67	\$ 4,386.67
12	Telecommunications	\$2,000.00		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
13	Utilities	\$11,100.00		\$ 2,775.00	\$ 2,775.00	\$ 2,775.00	\$ 2,775.00
14	<b>Total Facility</b>	<b>\$26,260.00</b>		<b>\$ 3,275.00</b>	<b>\$ 7,661.67</b>	<b>\$ 7,661.67</b>	<b>\$ 7,661.67</b>
15	<b>TOTAL EXPENDITURES</b>	<b>\$115,060.00</b>		<b>\$ 8,150.00</b>	<b>\$ 41,470.00</b>	<b>\$ 32,720.00</b>	<b>\$ 32,720.00</b>
16	<b>Net Surplus</b>	<b>\$0.00</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

Appendix R  
School Enrollment  
Projection Form

 <b>SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION</b>	South Carolina Public Charter School Application  <b>Student Enrollment Projections Form</b>
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**Student Enrollment Projections for 10-Year Charter**

Name of Charter School Mevers Berkeley School of Excellence

<b>GRADE</b>	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-Kindergarten	0	0	0	0	0	0	0	0	0	0
Kindergarten	120	120	120	120	120	120	120	120	120	120
First	92	115	115	115	115	115	115	115	115	115
Second	92	92	115	115	115	115	115	115	115	115
Third	69	92	92	115	115	115	115	115	115	115
Fourth	69	92	92	92	115	115	115	115	115	115
Fifth	69	92	92	92	115	115	115	115	115	115
Sixth	150	150	150	150	150	150	150	150	150	150
Seventh	0	150	150	150	150	150	150	150	150	150
Eighth	0	0	150	150	150	150	150	150	150	150
Ninth	0	0	0	0	0	0	0	0	0	0
Tenth	0	0	0	0	0	0	0	0	0	0
Eleventh	0	0	0	0	0	0	0	0	0	0
Twelfth	0	0	0	0	0	0	0	0	0	0
<b>TOTALS</b>	661	903	1076	1099	1145	1145	1145	1145	1145	1145

Appendix S  
Per Pupil Estimate  
Review

0% 2% 2% 2% 2%

Revenue Code	Program Code	Classification	Weighting	ADM (average Daily Membership)				
				Year 1	Year 2	Year 3	Year 4	Year 5
				3311	K	Kindergarten	1.00	108.00
3312	P	Primary (1-3)	1.00	227.00	269.00	289.00	310.00	310.00
3313	EL	Elementary (4-8)	1.00	259.00	435.00	570.00	570.00	612.00
3314	HS	High School (9-12)	1.00	-	-	-	-	-
3315	TM	Trainable Mentally Handicapped	2.04	-	-	-	-	-
3316	SP	Speech handicapped	1.90	33.50	45.50	54.50	55.50	57.50
3317	HO	Homebound	1.00	-	-	-	-	-
3321	EH	Emotionally Handicapped	2.04	-	-	-	-	-
3322	EM	Educable Mentally Handicapped	1.74	33.50	45.50	54.50	55.50	57.50
3323	LD	Learning Disabilities	1.74	-	-	-	-	-
3324	HH	Hearing Handicapped	2.57	-	-	-	-	-
3325	VH	Visually Handicapped	2.57	-	-	-	-	-
3326	OH	Orthopedically Handicapped	2.04	-	-	-	-	-
3327	V	Vocational (Grades 9-12)	1.29	-	-	-	-	-
3331	AU	Autism	2.57	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>				<b>661.00</b>	<b>903.00</b>	<b>1,076.00</b>	<b>1,099.00</b>	<b>1,145.00</b>

Revenue Code	Program Code	Classification	Weighting	Add-ons				
				Year 1	Year 2	Year 3	Year 4	Year 5
				3332	HIAC	High Achieving	0.15	-
3334	LEP	Limited English Proficiency	0.20	-	-	-	-	-
3351	ACAS	Academic Assistance	0.15	67.00	91.00	109.00	111.00	115.00
3352	PIP	Pupils in Poverty	0.20	120.00	164.00	194.00	199.00	208.00
				<b>187.00</b>	<b>255.00</b>	<b>303.00</b>	<b>310.00</b>	<b>323.00</b>

<b>Base Rate (Brick and Mortar)</b>	<b>5,820</b>	<b>5,936</b>	<b>6,055</b>	<b>6,176</b>	<b>6,300</b>
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Revenue Code	Program Code	Classification	Weighting	Revenue by Classification				
				Year 1	Year 2	Year 3	Year 4	Year 5
				3311	K	Kindergarten	1.00	628,560
3312	P	Primary (1-3)	1.00	1,321,140	1,596,892	1,749,932	1,914,631	1,952,924
3313	EL	Elementary (4-8)	1.00	1,507,380	2,582,334	3,451,423	3,520,451	3,855,450
3314	HS	High School (9-12)	1.00	-	-	-	-	-
3315	TM	Trainable Mentally Handicapped	2.04	-	-	-	-	-
3316	SP	Speech handicapped	1.90	370,443	513,202	627,009	651,284	688,248
3317	HO	Homebound	1.00	-	-	-	-	-
3321	EH	Emotionally Handicapped	2.04	-	-	-	-	-
3322	EM	Educable Mentally Handicapped	1.74	339,248	469,985	574,208	596,439	630,291
3323	LD	Learning Disabilities	1.74	-	-	-	-	-
3324	HH	Hearing Handicapped	2.57	-	-	-	-	-
3325	VH	Visually Handicapped	2.57	-	-	-	-	-
3326	OH	Orthopedically Handicapped	2.04	-	-	-	-	-
3327	V	Vocational (Grades 9-12)	1.29	-	-	-	-	-
3331	AU	Autism	2.57	-	-	-	-	-
3332	HIAC	High Achieving	0.15	-	-	-	-	-
3334	LEP	Limited English Proficiency	0.20	-	-	-	-	-
3351	ACAS	Academic Assistance	0.15	58,491	81,032	99,001	102,834	108,671
3352	PIP	Pupils in Poverty	0.20	139,680	194,714	234,939	245,814	262,070
<b>Projected EFA Funding</b>				<b>4,364,942</b>	<b>6,079,289</b>	<b>7,390,465</b>	<b>7,698,486</b>	<b>8,178,027</b>

# Appendix T Five-Year Budget

Mevers Berkeley School of Excellence

Mevers Berkeley School of Excellence  
Notes

Revenue	Note #	
<b>Government</b>		
Per Pupil Allocation	1	- Total funding less funding for ESE -Yr 1 Base Student Allocation of \$6,055.15 Years 2 - 5 assume an inflation of 2% annually, in total per student revenue based on CPI forecasts
Special Needs	2	- Funding for ESE students based on classification - 10% ESE population is assumed and maintained for future years
Other Government	3	- Any other state or government funds available to the school
Grants, Fundraising & Contributions	4	- Funding expected from grants, fund raising efforts or private/corporate contributions. Amounts in years 1 include a \$100,000 Donation as well as grants on years 1 & 2 for Planning & Implementation
Other Revenue	5	- Food service revenue; based on our experience with similarly sized location
<b>Expenses</b>		
<b>Salary Related Expenses</b>		
Administration Staff	6	Salary and hourly wages for school administration
Instructional Staff	7	Salary and hourly wages, Stipends, and Tutoring for instructional staff
Bonus Pool for Schoolwide Incentives	8	Bonus set aside for incentive goals, equal to 1 % of state, local & federal funding in applicable years
Benefits (Health, Dental, etc)	9	Benefits for FT employees
Workers Compensation	10	Workers Compensation Insurance
Payroll Taxes	11	Allowance for FICA, Medicare and state and federal unemployment taxes
<b>Professional Services</b>		
Legal Fees	12	- Potential legal fee, outside counsel, needed filing and documentation etc.
Accounting Services - Independent Audit	13	- Independent Audit
G&A, Curriculum Development, R&D	14	- Fees paid to Management company for providing various services
Outside Staff Development Consulting Fees	15	- Registration for and travel to Teacher training and professional development courses and seminars.
Computer Service Fees	16	- Administrative software and IT support
Temporary Agency Fees	17	- Fees paid to agencies providing temporary services
Fee to District	18	- The 2% fee paid to the sponsoring school district for administrative services
Professional Fees - Other	19	- Funds set aside for School Board's discretionary use
Marketing & Enrollment	20	- Advertising and marketing for students
<b>Vendor Services</b>		
Contracted Pupil Transportation	21	- Contracted bus service
Extra-Curricular Activity Events	22	- Expense of transportation to and cost of extra-curricular events such as sports, performances, etc
Contracted Food Service	23	- Third party food provider, partially offset by revenue received from Free and Reduced Lunch program and paid lunches
Background / Finger Printing	24	- Expense for employee background checks and fingerprinting
Drug Testing Fees	25	- Expense for employee drug testing
Licenses & Permits	26	- Expense for any required license or permits
Bank Service Fees	27	- Normal banking fees
Contracted Special ED non-instruction	28	- Non-instructional Special Ed. Expenses such as aides, or facilities.
Contracted Custodial Services	29	- Contracted Custodial service based on contracts at similarly sized locations and current quotes
Contracted Security	30	- Contracted Security patrols and alarm monitoring services based on contracts at similarly sized locations and current quotes
<b>Other Operating Expenses</b>		
Travel/Auto	31	- Travel for special trips (auto expenses).
Airfare	32	- Airfare for staff travel for special trips.
Meals	33	- Staff meals while traveling to and from special trips
Lodging	34	- Staff lodging while traveling to and from for special trips
Business Expense - Other	35	- Other expenses incurred for business
Dues & Subscriptions	36	- Memberships in educational associations and subscriptions to trade journals (including accreditation, if applicable)
Printing	37	- Any offsite printing of instructional, informational or promotional materials based on usage of similarly sized schools
Office Supplies	38	- All office materials and supplies based on usage of similarly sized schools
Medical Supplies	39	- In school medical supplies for nurse
In-house Food Service - Cost of Food	40	- Food for parent, staff and/or enrollment meetings based on usage of similarly sized schools
Food Service - Paper and Small wares	41	- Paper plates, cups, disposable utensils used for parent, staff and/or enrollment meetings based on usage of similarly sized schools
<b>Instruction Expense</b>		
Textbooks & Reference Books	42	- Cost of Textbooks & Reference Books at \$275 per incremental child; in yr 4 and 5, assume replacement of books for 30 % of students. Amount adjusted for inflation in years two through five

Mevers Berkeley School of Excellence

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Notes

Consumable Instructional (Student)	43	- Consumables supplies, paper, pencils, workbooks etc. based on \$100 per student adjusted for inflation in subsequent years
Consumable Instructional (Teacher)	44	- Teachers' consumable instructional resources and supplies etc based on \$250 per teacher adjusted for inflation in subsequent years
Instructional Licenses	45	- Licenses for instructional software used in the classrooms
Library Books	46	- Costs to outfit a library - \$15,000 in year 1
Testing Materials	47	- Student testing and evaluative resources and supplies \$15 per student adjusted for inflation in subsequent years
Contracted SPED Instruction	48	- Contracted special education instructional services \$750 per child adjusted for inflation in subsequent years
<b>Administrative Expenses</b>		
Telephone & Internet	49	- Land line, Internet, and cellular phone usage based on similarly sized locations
Postage	50	- Postage usage based on similarly sized locations
Express Mail	51	- Overnight mail usage based on similarly sized locations
Electricity	52	- Power usage based on similarly sized locations
Water & Sewer	53	- Water and Sewer usage based on similarly sized locations
Waste Disposal	54	- Waste Disposal based on similarly sized locations
Pest Control	55	- Pest Control based on similarly sized locations
Maintenance & Cleaning Supplies	56	- Maintenance & cleaning supplies not cover by contracted custodial based on similarly sized locations
Building Repairs & Maintenance	57	- Building maintenance not cover by contracted custodial based on similarly sized locations
Equipment Repairs & Maintenance	58	- Equipment repairs and maintenance based on similarly sized locations
Miscellaneous Expenses	59	- Miscellaneous based on similarly sized locations
<b>Fixed Expense</b>		
Rent	60	- Facility rent - Based on cost estimates for the planned facility
Office Equipment - Leasing Expense	61	- Cost for leasing office equipment not financed
Professional Liability & Property Insurance	62	- Cost of insurance
<b>CAPITAL EXPENSES</b>		
Capital Outlay (Capitalized)		
Computers Hardware	63	- Any computer hardware - the school will begin planned tech refresh in yr 4
FF&E	64	- Furniture, Fixtures and Equipment - See FF&E tab for details
Computers Software	65	- Computer Software
Proceeds from Long Term Debt		
Repayment of Long-Term Debt	66	- Any Financing obtained to purchase the computers and FF&E - calculated at 100% of equipment costs
	67	- Principal & interest payments of debt used for the purchase of capital equipment

Mevers Berkeley School of Excellence

Consolidated 5 Year Income Statement

Mevers Berkeley School of Excellence

	Note	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Total Number of Students Enrolled</b>		<b>661</b>	<b>903</b>	<b>1,076</b>	<b>1,099</b>	<b>1,145</b>
<b>Forecasted Average FTE per Student</b>		<b>6,604</b>	<b>6,732</b>	<b>6,868</b>	<b>7,005</b>	<b>7,142</b>
<b>REVENUE:</b>						
Government						
Per Pupil Allocation	1	3,596,760	5,015,071	6,090,248	6,347,930	6,750,818
Special Needs	2	768,182	1,064,218	1,300,218	1,350,556	1,427,210
Other Government	3	-	-	-	-	-
<b>Total Government:</b>		<b>4,364,942</b>	<b>6,079,289</b>	<b>7,390,465</b>	<b>7,698,486</b>	<b>8,178,027</b>
Grants	4	201,000	161,000	-	-	-
Fundraising & Contributions	4	100,000	-	-	-	-
Before & Aftercare Revenue	5	85,536	119,267	144,874	150,980	160,546
Food Services	5	25,400	35,393	43,017	44,815	47,625
Free and Reduced Lunch (DOE reimbursement)	5	64,784	90,272	109,718	114,305	121,471
<b>TOTAL REVENUE</b>		<b>4,841,662</b>	<b>6,485,221</b>	<b>7,688,075</b>	<b>8,008,587</b>	<b>8,507,670</b>
<b>EXPENSES:</b>						
<b>Administration Staff</b>						
Principal	6	90,000	91,800	93,636	95,509	97,419
Assistant Principal	6	65,000	66,300	67,626	68,979	70,358
Dean of Students	6	-	56,100	57,222	58,366	59,534
Business Administrator	6	45,000	45,900	46,818	47,754	48,709
Administrative Assistant	6	32,960	50,429	51,437	52,466	53,515
Receptionist	6	20,800	21,216	21,640	22,073	22,515
Registrar/DPC	6	30,000	30,600	31,212	31,836	32,473
Student Services Coordinator	6	45,000	45,900	46,818	47,754	48,709
Nurse	6	31,000	31,620	32,252	32,897	33,555
Food Service - Director	6	18,240	18,605	18,977	19,356	19,744
Food Service	6	14,400	22,032	22,473	22,922	31,174
Before/Aftercare - Director	6	18,240	18,605	18,977	19,356	19,744
Before/Aftercare	6	13,680	20,930	28,465	29,035	29,615
		<b>424,320</b>	<b>520,037</b>	<b>537,554</b>	<b>548,305</b>	<b>567,065</b>
<b>Instruction Staff</b>						
Teachers (K-5)	7	897,000	1,074,060	1,136,117	1,200,226	1,308,660
Teachers (6-8) (Math, Sci, SS, LA, Reading)	7	195,000	397,800	608,634	620,807	633,223
General Music / Chorus Teacher	7	39,000	79,560	81,151	82,774	84,430
Art Teacher	7	39,000	79,560	81,151	82,774	84,430
PE Teacher	7	39,000	79,560	81,151	82,774	84,430
Foreign Language Teacher	7	39,000	79,560	81,151	82,774	84,430
Technology Teacher	7	39,000	79,560	81,151	82,774	84,430
Instructional Aide	7	18,240	18,605	18,977	19,356	19,744
ESE	7	78,000	119,340	121,727	124,161	126,645
ESE/Special Education Aid	7	21,280	21,706	22,140	22,583	23,034
Reading Specialist	7	39,000	39,780	40,576	41,387	42,215
Co-Teacher	7	78,000	79,560	81,151	82,774	84,430
Curriculum Resource Teacher	7	78,000	79,560	81,151	82,774	84,430
Daily Subs	7	56,000	77,000	85,400	86,800	89,600
		<b>1,655,520</b>	<b>2,305,210</b>	<b>2,601,628</b>	<b>2,694,740</b>	<b>2,834,128</b>
<b>Tutoring</b>						
Stipends	7	28,440	35,618	45,677	46,555	47,434
Bonus Pool for Schoolwide Incentives	8	43,649	60,793	73,905	76,985	81,780
<b>Benefits (Health, Dental, etc)</b>						
Instructional Staff		117,600	162,792	183,527	190,168	200,033
Pupil Personnel Services Staff	9	2,800	2,856	2,913	2,971	3,031
School Administration Staff	9	19,600	25,704	26,218	26,742	27,277
Food Services Staff	9	2,800	2,856	2,913	2,971	3,031
Before & Aftercare Staff	9	2,800	2,856	2,913	2,971	3,031
		<b>145,600</b>	<b>197,064</b>	<b>218,484</b>	<b>225,825</b>	<b>236,403</b>
<b>Workers Compensation</b>						
Instructional Staff	10	18,123	25,136	28,463	29,476	30,988
Pupil Personnel Services Staff	10	468	477	487	497	507
School Administration Staff	10	2,951	3,768	3,844	3,921	3,999
Food Services Staff	10	339	423	431	440	530
Before & Aftercare Staff	10	332	411	493	503	513
		<b>22,214</b>	<b>30,216</b>	<b>33,718</b>	<b>34,836</b>	<b>36,536</b>
<b>Payroll Taxes (FICA, Med, State/Fed Unempl)</b>						
Instructional Staff	11	148,470	205,922	233,177	241,474	253,860
Pupil Personnel Services Staff	11	3,834	3,911	3,989	4,069	4,150
School Administration Staff	11	24,176	30,872	31,489	32,119	32,761
Food Services Staff	11	2,781	3,462	3,532	3,602	4,338
Before & Aftercare Staff	11	2,720	3,368	4,042	4,123	4,205
		<b>181,981</b>	<b>247,535</b>	<b>276,228</b>	<b>285,386</b>	<b>299,315</b>

Mevers Berkeley School of Excellence

Consolidated 5 Year Income Statement

Mevers Berkeley School of Excellence		Note	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Cost of Compensation</b>			<b>2,516,724</b>	<b>3,411,773</b>	<b>3,802,800</b>	<b>3,928,550</b>	<b>4,118,898</b>
<b>Professional Services</b>							
Legal Fees	12		25,000	5,000	5,100	5,202	5,306
Accounting Services - Independent Audit	13		15,000	15,300	15,606	15,918	16,236
Fee for Support Center Services	14		242,083	332,311	768,807	800,859	850,767
Outside Staff Development Consulting Fees	15		15,000	15,300	15,606	15,918	16,236
Computer Service Fees	16		70,270	88,954	103,302	106,986	112,482
Temporary Agency Fees	17		3,000	3,060	3,121	3,184	3,247
Fee to District	18		87,299	121,586	147,809	153,970	163,561
Professional Fees - Other	19		29,765	29,765	1,000	1,020	1,040
Marketing & Enrollment	20		148,725	55,539	39,704	12,500	12,500
			<b>636,142</b>	<b>666,815</b>	<b>1,100,056</b>	<b>1,115,556</b>	<b>1,181,376</b>
<b>Vendor Services</b>							
Contracted Pupil Transportation	21		54,000	55,080	56,182	57,305	58,451
Extra-Curricular Activity Events & Transportation	22		5,000	5,100	5,202	5,306	5,412
Contracted Food Service	23		93,732	130,610	158,745	165,381	175,750
Background / Finger Printing	24		500	510	520	531	541
Drug Testing Fees	25		500	510	520	531	541
Licenses & Permits	26		1,000	1,020	1,040	1,061	1,082
Bank Service Fees	27		3,500	3,570	3,641	3,714	3,789
Contracted Special ED non-instruction	28		2,000	2,040	2,081	2,122	2,165
Contracted Custodial Services	29		164,880	168,178	171,541	174,972	178,471
Contracted Security	30		1,200	1,224	1,248	1,273	1,299
			<b>326,312</b>	<b>367,842</b>	<b>400,722</b>	<b>412,197</b>	<b>427,502</b>
<b>Administrative Expenses</b>							
Travel/Auto	31		5,000	5,100	5,202	5,306	5,412
Airfare	32		5,000	5,100	5,202	5,306	5,412
Meals	33		2,000	2,040	2,081	2,122	2,165
Lodging	34		3,000	3,060	3,121	3,184	3,247
Business Expense - Other	35		1,000	1,020	1,040	1,061	1,082
Dues & Subscriptions	36		5,000	5,100	5,202	5,306	5,412
Printing	37		5,000	5,100	5,202	5,306	5,412
Office Supplies	38		12,713	13,234	13,692	13,993	14,327
Medical Supplies	39		1,200	1,224	1,248	1,273	1,299
In-house Food Service - Cost of Food	40		2,626	3,212	3,663	3,790	3,975
Food Service - Paper and Small wares	41		1,200	1,224	1,248	1,273	1,299
			<b>43,738</b>	<b>45,414</b>	<b>46,902</b>	<b>47,921</b>	<b>49,043</b>
<b>Instruction Expense</b>							
Textbooks & Reference Books	42		181,775	67,881	49,497	102,929	102,249
Consumable Instructional (Student)	43		66,100	92,106	111,947	116,627	123,938
Consumable Instructional (Teacher)	44		10,500	14,535	16,386	16,979	17,860
Instructional Licenses	45		30,000	30,600	31,212	31,836	32,473
Library Books	46		15,000	5,000	5,000	5,000	5,000
Testing Materials	47		9,915	13,816	16,792	17,494	18,591
Contracted SPED Instruction	48		50,250	69,615	85,053	88,346	93,360
			<b>363,540</b>	<b>293,553</b>	<b>315,887</b>	<b>379,211</b>	<b>393,471</b>
<b>Other Operating Expenses</b>							
Telephone & Internet	49		50,000	51,000	52,020	53,060	54,122
Postage	50		3,000	3,060	3,121	3,184	3,247
Express Mail	51		500	510	520	531	541
Electricity	52		130,530	133,141	135,803	138,519	141,290
Water & Sewer	53		19,236	19,621	20,013	20,413	20,822
Waste Disposal	54		30,915	31,533	32,164	32,807	33,463
Pest Control	55		2,000	2,040	2,081	2,122	2,165
Maintenance & Cleaning Supplies	56		20,610	21,022	21,443	21,871	22,309
Building Repairs & Maintenance	57		130,530	133,141	135,803	138,519	141,290
Equipment Repairs & Maintenance	58		3,000	3,060	3,121	3,184	3,247
Miscellaneous Expenses	59		1,000	1,000	1,000	1,000	1,000
			<b>391,321</b>	<b>399,127</b>	<b>407,090</b>	<b>415,212</b>	<b>423,496</b>
<b>Fixed Expense</b>							
Rent	60		338,916	583,670	768,807	800,859	850,767
Office Equipment - Leasing Expense	61		20,000	20,400	20,808	21,224	21,649
Professional Liability & Property Insurance	62		44,180	49,986	54,575	56,153	58,269
			<b>403,097</b>	<b>654,056</b>	<b>844,190</b>	<b>878,236</b>	<b>930,684</b>
<b>EXPENSES less Payroll</b>			<b>2,164,150</b>	<b>2,426,806</b>	<b>3,114,847</b>	<b>3,248,333</b>	<b>3,405,573</b>
<b>TOTAL OPERATING EXPENSES</b>			<b>4,680,875</b>	<b>5,838,579</b>	<b>6,917,647</b>	<b>7,176,883</b>	<b>7,524,470</b>
<b>Net Income/(Loss) before Financing and Depreciation</b>			<b>160,787</b>	<b>646,642</b>	<b>770,428</b>	<b>831,704</b>	<b>983,200</b>
<b>CAPITAL EXPENSES</b>			513	646	715	729	743
			687	554	485	471	457
			<b>786,921.04</b>	<b>633,909.15</b>	<b>555,891.68</b>	<b>539,620.39</b>	<b>523,233.02</b>
Capital Outlay (Capitalized)							
Computers Hardware	63		668,695	187,582	160,634	208,478	99,870
FF&E	64		342,900	139,400	75,500	25,500	25,000
Computers Software	65		11,600	11,600	11,600	11,600	11,600
<b>TOTAL CAPITAL EXPENDITURES</b>			<b>1,023,195</b>	<b>338,582</b>	<b>247,734</b>	<b>245,578</b>	<b>136,470</b>

Mevers Berkeley School of Excellence

Consolidated 5 Year Inc Stmt  
Mevers Berkeley School of Excellence

Mevers Berkeley School of Excellence	Note	2017-18	2018-19	2019-20	2020-21	2021-22
Proceeds from Long Term Debt	66	1,023,195	-	-	-	
Debt Repayments						
Repayment of Long-Term Debt (Princ)	67	-	235,741	248,532	262,180	276,741
Repayment of Long-Term Debt (Interest)	67	61,237	49,249	36,458	22,811	8,249
Depreciation and Amortization		295,345	389,619	462,130	313,825	289,587
<b>Net Income/(Loss) after Financing and Depreciation</b>		<b>(195,795)</b>	<b>(366,550)</b>	<b>(224,427)</b>	<b>(12,689)</b>	<b>272,152</b>
<b>NET CHANGE IN FUND BALANCE (Deprec add back)</b>		<b>99,550</b>	<b>23,069</b>	<b>237,703</b>	<b>301,136</b>	<b>561,739</b>
<b>OUTFLOW - COST OF ISSUANCE/UNDERWRITER'S DISCOUNT/OTHER RESTRICTED FUND BALANCE</b>						
<b>SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE</b>		<b>99,550</b>	<b>23,069</b>	<b>237,703</b>	<b>301,136</b>	<b>561,739</b>
<b>CUMULATIVE FUND BALANCE - UNRESTRICTED</b>		<b>99,550</b>	<b>122,619</b>	<b>360,322</b>	<b>661,458</b>	<b>1,223,197</b>
<b>CUMULATIVE FUND BALANCE</b>		<b>99,550</b>	<b>122,619</b>	<b>360,322</b>	<b>661,458</b>	<b>1,223,197</b>

Mevers Berkeley School of Excellence  
**Mevers Berkeley School of Excellence**  
**Additional Notes**

			Breakfast	Lunch
Food Service Revenue	Participation	All	4%	25%
	Breakout	Full	38%	38%
		Reduced	4%	4%
		Free	58%	58%
	Revenue	Full	\$ 1.25	\$ 2.00
		Reduced	\$ 0.30	\$ 0.40
		Free	\$ -	\$ -
	Government Revenue	Full	\$ 0.29	\$ 0.29
		Reduced	\$ 1.36	\$ 2.67
		Free	\$ 1.66	\$ 3.07
Expense	All	\$ 1.32	\$ 2.94	

		Item	Value
B&A Care	Participation	10%	
	Daily Rate	\$8/ per day /student	

		Item	Value				
Benefits	Workman's comp	1.04% of compensation					
	Payroll Taxes	8.52% of compensation					
	Benefits (per employee)	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	
		\$ 2,800	\$ 2,856	\$ 2,913	\$ 2,971	\$ 3,031	

Population Breakout		Amount	%
Total		661.00	
Base		594.00	89.86%
ESE		67.00	10.14%

<b>Meyers Berkeley School of Excellence</b>					
<b>Students by Grade Budgeted Enrollment</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	120	120	120	120	120
1st Grade	92	115	115	115	115
2nd Grade	92	92	115	115	115
3rd Grade	69	92	92	115	115
4th Grade	69	92	92	92	115
5th Grade	69	92	92	92	115
6th Grade	150	150	150	150	150
7th Grade	0	150	150	150	150
8th Grade	0	0	150	150	150
	<b>661</b>	<b>903</b>	<b>1076</b>	<b>1099</b>	<b>1145</b>

Mevers Berkeley School of Excellence  
Mevers Berkeley School of Excellence  
Staffing Matrix

<b>Mevers Berkeley School of Excellence</b>							
<b>Total Number of Students</b>			<b>661</b>	<b>903</b>	<b>1,076</b>	<b>1,099</b>	<b>1,145</b>
<b>Administration Staff</b>			<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>
Principal		90,000	1.00	1.00	1.00	1.00	1.00
Assistant Principal		65,000	1.00	1.00	1.00	1.00	1.00
Dean of Students		55,000	-	1.00	1.00	1.00	1.00
School Operations Administrator		45,000	1.00	1.00	1.00	1.00	1.00
Administrative Assistant	per hour	10.00	2.00	3.00	3.00	3.00	3.00
Receptionist	per hour	10.00	1.00	1.00	1.00	1.00	1.00
Enrollment Manager		30,000	1.00	1.00	1.00	1.00	1.00
Student Services Coordinator		45,000	1.00	1.00	1.00	1.00	1.00
Nurse		31,000	1.00	1.00	1.00	1.00	1.00
Food Service-Director	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Food Service	per hour	10.00	2.00	3.00	3.00	3.00	4.00
Before/Aftercare Director	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Before/Aftercare	per hour	9.00	2.00	3.00	4.00	4.00	4.00
			<b>15.00</b>	<b>19.00</b>	<b>20.00</b>	<b>20.00</b>	<b>21.00</b>
<b>Instruction Staff</b>							
Teachers (K-5)		39,000	23.00	27.00	28.00	29.00	31.00
Teachers (6-8) (Math, Sci, SS, LA, Reading)		39,000	5.00	10.00	15.00	15.00	15.00
General Music / Chorus Teacher		39,000	1.00	2.00	2.00	2.00	2.00
Art Teacher		39,000	1.00	2.00	2.00	2.00	2.00
PE Teacher		39,000	1.00	2.00	2.00	2.00	2.00
Foreign Language Teacher		39,000	1.00	2.00	2.00	2.00	2.00
Technology Teacher		39,000	1.00	2.00	2.00	2.00	2.00
Instructional Aide - PE	per hour	12.00	1.00	1.00	1.00	1.00	1.00
ESE/Special Education		39,000	2.00	3.00	3.00	3.00	3.00
ESE/Special Education Aid		14.00	1.00	1.00	1.00	1.00	1.00
Reading Specialist		39,000	1.00	1.00	1.00	1.00	1.00
Co-Teacher		39,000	2.00	2.00	2.00	2.00	2.00
Curriculum Resource Teacher		39,000	2.00	2.00	2.00	2.00	2.00
			<b>42.00</b>	<b>57.00</b>	<b>63.00</b>	<b>64.00</b>	<b>66.00</b>
<b>TOTAL Staffing</b>			<b>57.00</b>	<b>76.00</b>	<b>83.00</b>	<b>84.00</b>	<b>87.00</b>

0%                      2%                      2%                      2%                      2%

Revenue Code	Program Code	Classification	Weighting	ADM (average Daily Membership)				
				Year 1	Year 2	Year 3	Year 4	Year 5
3311	K	Kindergarten	1.00	108.00	108.00	108.00	108.00	108.00
3312	P	Primary (1-3)	1.00	227.00	269.00	289.00	310.00	310.00
3313	EL	Elementary (4-8)	1.00	259.00	435.00	570.00	570.00	612.00
3314	HS	High School (9-12)	1.00	-	-	-	-	-
3315	TM	Trainable Mentally Handicapped	2.04	-	-	-	-	-
3316	SP	Speech handicapped	1.90	33.50	45.50	54.50	55.50	57.50
3317	HO	Homebound	1.00	-	-	-	-	-
3321	EH	Emotionally Handicapped	2.04	-	-	-	-	-
3322	EM	Educable Mentally Handicapped	1.74	33.50	45.50	54.50	55.50	57.50
3323	LD	Learning Disabilities	1.74	-	-	-	-	-
3324	HH	Hearing Handicapped	2.57	-	-	-	-	-
3325	VH	Visually Handicapped	2.57	-	-	-	-	-
3326	OH	Orthopedically Handicapped	2.04	-	-	-	-	-
3327	V	Vocational (Grades 9-12)	1.29	-	-	-	-	-
3331	AU	Autism	2.57	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>				<b>661.00</b>	<b>903.00</b>	<b>1,076.00</b>	<b>1,099.00</b>	<b>1,145.00</b>

Revenue Code	Program Code	Classification	Weighting	Add-ons				
				Year 1	Year 2	Year 3	Year 4	Year 5
3332	HIAC	High Achieving	0.15	-	-	-	-	-
3334	LEP	Limited English Proficiency	0.20	-	-	-	-	-
3351	ACAS	Academic Assistance	0.15	67.00	91.00	109.00	111.00	115.00
3352	PIP	Pupils in Poverty	0.20	120.00	164.00	194.00	199.00	208.00
				<b>187.00</b>	<b>255.00</b>	<b>303.00</b>	<b>310.00</b>	<b>323.00</b>

<b>Base Rate (Brick and Mortar)</b>	<b>5,820</b>	<b>5,936</b>	<b>6,055</b>	<b>6,176</b>	<b>6,300</b>
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Revenue Code	Program Code	Classification	Weighting	Revenue by Classification				
				Year 1	Year 2	Year 3	Year 4	Year 5
3311	K	Kindergarten	1.00	628,560	641,131	653,954	667,033	680,374
3312	P	Primary (1-3)	1.00	1,321,140	1,596,892	1,749,932	1,914,631	1,952,924
3313	EL	Elementary (4-8)	1.00	1,507,380	2,582,334	3,451,423	3,520,451	3,855,450
3314	HS	High School (9-12)	1.00	-	-	-	-	-
3315	TM	Trainable Mentally Handicapped	2.04	-	-	-	-	-
3316	SP	Speech handicapped	1.90	370,443	513,202	627,009	651,284	688,248
3317	HO	Homebound	1.00	-	-	-	-	-
3321	EH	Emotionally Handicapped	2.04	-	-	-	-	-
3322	EM	Educable Mentally Handicapped	1.74	339,248	469,985	574,208	596,439	630,291
3323	LD	Learning Disabilities	1.74	-	-	-	-	-
3324	HH	Hearing Handicapped	2.57	-	-	-	-	-
3325	VH	Visually Handicapped	2.57	-	-	-	-	-
3326	OH	Orthopedically Handicapped	2.04	-	-	-	-	-
3327	V	Vocational (Grades 9-12)	1.29	-	-	-	-	-
3331	AU	Autism	2.57	-	-	-	-	-
3332	HIAC	High Achieving	0.15	-	-	-	-	-
3334	LEP	Limited English Proficiency	0.20	-	-	-	-	-
3351	ACAS	Academic Assistance	0.15	58,491	81,032	99,001	102,834	108,671
3352	PIP	Pupils in Poverty	0.20	139,680	194,714	234,939	245,814	262,070
<b>Projected EFA Funding</b>				<b>4,364,942</b>	<b>6,079,289</b>	<b>7,390,465</b>	<b>7,698,486</b>	<b>8,178,027</b>

**Mevers Berkeley School of Excellence FORECASTED  
STATEMENTS OF ACTIVITIES**  
For the Years Ended June 30, 2018, 2019, 2020, 2021 and 2022

	2017-18	2018-19	2019-20	2020-21	2021-22
<b>UNRESTRICTED NET ASSETS:</b>					
Support and revenues:					
Governmental	\$ 4,630,726	\$ 6,330,562	\$ 7,500,184	\$ 7,812,791	\$ 8,299,498
Other	210,936	154,660	187,891	195,796	208,171
Total support and revenues	4,841,662	6,485,221	7,688,075	8,008,587	8,507,670
Expenses:					
Program:					
Compensation and benefits	2,516,724	3,411,773	3,802,800	3,928,550	4,118,898
Professional services	394,059	334,504	331,248	314,697	330,609
Vendor services	326,312	367,842	400,722	412,197	427,502
Other operating expenses	43,738	45,414	46,902	47,921	49,043
Instruction expense	363,540	293,553	315,887	379,211	393,471
Fixed expenses	64,180	70,386	75,383	77,377	79,917
Interest expense	61,237	49,249	36,458	22,811	8,249
Provision for depreciation	295,345	389,619	462,130	313,825	289,587
Provision for amortization	-	-	-	-	-
Total program expenses	4,065,136	4,962,339	5,471,531	5,496,589	5,697,277
Supporting:					
Administrative	391,321	399,127	407,090	415,212	423,496
Fee for Support Center Services	242,083	332,311	768,807	800,859	850,767
Rent - incremental	-	-	-	-	-
Rent - existing facility	338,916	583,670	768,807	800,859	850,767
Total supporting expenses	972,320	1,315,108	1,944,705	2,016,929	2,125,030
Total expenses	5,037,457	6,277,448	7,416,236	7,513,518	7,822,307
Change in net assets	(195,795)	207,774	271,839	495,069	685,363
NET ASSETS, July 1	-	(195,795)	11,979	283,818	778,886
NET ASSETS, June 30	\$ (195,795)	\$ 11,979	\$ 283,818	\$ 778,886	\$ 1,464,250

**Meyers Berkeley School of Excellence**  
**FORECASTED STATEMENTS OF CASH FLOWS**  
For the Years Ended June 30, 2018, 2019, 2020, 2021 and 2022

	2017-18	2018-19	2019-20	2020-21	2021-22
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>					
Change in net assets	\$ (195,795)	\$ 207,774	\$ 271,839	\$ 495,069	\$ 685,363
Adjustment to reconcile change in net assets to net cash provided by (used in) operating activities:					
Provision for depreciation	295,345	389,619	462,130	313,825	289,587
Provision for amortization	-	-	-	-	-
Changes in assets and liabilities:					
(Increase) decrease in:					
Accounts receivable	(17,578)	4,690	(2,769)	(659)	(1,031)
Prepaid expenses	(30,295)	5,832	(1,861)	(5,277)	(1,188)
Increase (decrease) in:					
Accounts payable	76,051	746	20,954	4,226	4,472
Accrued salaries and benefits	104,864	37,294	16,293	5,240	7,931
Net cash provided by (used in) operating activities	232,592	645,954	766,586	812,424	985,134
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>					
Payments for purchase of property and equipment	(1,023,195)	(338,582)	(247,734)	(245,578)	(136,470)
capitalized interest transfers					
Net cash used in investing activities	(1,023,195)	(338,582)	(247,734)	(245,578)	(136,470)
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>					
Proceeds From Financing	1,023,195	-	-	-	-
Debt service reserve proceeds	-	-	-	-	-
Project fund proceeds	-	-	-	-	-
Capitalized interest funds proceeds	-	-	-	-	-
Draws from cash - cap. interest	-	-	-	-	-
Draws from cash - project fund	-	-	-	-	-
Principal payments on debt	-	(235,741)	(248,532)	(262,180)	(276,741)
Bond discount	-	-	-	-	-
Cost of issuance proceeds	-	-	-	-	-
Discount of bond proceeds	-	-	-	-	-
Net cash provided by (used in) financing activities	1,023,195	(235,741)	(248,532)	(262,180)	(276,741)
Net Change in Cash	232,592	71,631	270,320	304,666	571,923
CASH AND CASH EQUIVALENTS, July 1	-	232,592	304,222	574,542	879,208
CASH AND CASH EQUIVALENTS, June 30	\$ 232,592	\$ 304,222	\$ 574,542	\$ 879,208	\$ 1,451,131
<b>RECONCILIATION OF CASH</b>					
Operating cash	232,592	304,222	574,542	879,208	1,451,131
Total cash	\$ 232,592	304,222	574,542	879,208	1,451,131
	-	-	-	-	-

Mevers Berkeley School of Excellence  
**Minimal Enrollment**  
 Required for Solvency

**Mevers Berkeley School of Excellence**

Note **BREAKEVEN**

**Total Number of Students Enrolled** **320**

**Forecasted Average FTE per Student** **6,617**

**REVENUE:**

Government		
Per Pupil Allocation	1	1,739,016
Special Needs	2	378,358
Other Government	3	-
Total Government:		2,117,374
Grants	4	201,000
Fundraising & Contributions	4	100,000
Before & Aftercare Revenue	5	41,328
Food Services	5	12,296
Free and Reduced Lunch (DOE reimbursement)	5	31,363
<b>TOTAL REVENUE</b>		<b>2,503,362</b>

**EXPENSES:**

**Administration Staff**

Principal	6	-
Assistant Principal	6	65,000
Dean of Students	6	-
Business Administrator	6	45,000
Administrative Assistant	6	-
Receptionist	6	20,800
Registrar/DPC	6	30,000
Student Services Coordinator	6	-
Nurse	6	31,000
Food Service - Director	6	18,240
Food Service	6	3,600
Before/Aftercare - Director	6	18,240
Before/Aftercare	6	3,420
		<b>235,300</b>

**Instruction Staff**

Teachers (K-5)	7	429,000
Teachers (6-8) (Math, Sci, SS, LA, Reading)	7	195,000
General Music / Chorus Teacher	7	-
Art Teacher	7	39,000
PE Teacher	7	39,000
Foreign Language Teacher	7	-
Technology Teacher	7	39,000
Instructional Aide	7	-
ESE	7	39,000
ESE/Special Education Aid	7	-
Reading Specialist	7	-
Co-Teacher	7	39,000

**Minimal Enrollment**  
 Mevers Berkeley School of Excellence  
**Required for Solvency**

Curriculum Resource Teacher	7	39,000
Daily Subs	7	29,400
		<b>887,400</b>
<b>Tutoring</b>	7	18,440
<b>Stipends</b>	7	8,000
<b>Bonus Pool for Schoolwide Incentives</b>	8	21,174
<b>Benefits (Health, Dental, etc)</b>		
Instructional Staff	9	61,600
Pupil Personnel Services Staff	9	-
School Administration Staff	9	11,200
Food Services Staff	9	2,800
Before & Aftercare Staff	9	2,800
		<b>78,400</b>
<b>Workers Compensation</b>		
Instructional Staff	10	9,724
Pupil Personnel Services Staff	10	-
School Administration Staff	10	1,672
Food Services Staff	10	227
Before & Aftercare Staff	10	225
		<b>11,849</b>
<b>Payroll Taxes (FICA, Med, State/Fed Unempl)</b>		
Instructional Staff	11	79,663
Pupil Personnel Services Staff	11	-
School Administration Staff	11	13,700
Food Services Staff	11	1,861
Before & Aftercare Staff	11	1,845
		<b>97,070</b>
<b>Cost of Compensation</b>		<b>1,357,632</b>
		54%
<b>Professional Services</b>		16%
Legal Fees	12	15,000
Accounting Services - Independent Audit	13	15,000
Fee for Support Center Services	14	-
Outside Staff Development Consulting Fees	15	5,000
Computer Service Fees	16	30,400
Temporary Agency Fees	17	3,000
Fee to District	18	42,347
Professional Fees - Other	19	1,000
Marketing & Enrollment	20	64,000
		<b>175,747</b>
<b>Vendor Services</b>		
Contracted Pupil Transportation	21	-
Extra-Curricular Activity Events & Transportation	22	2,000
Contracted Food Service	23	45,377
Background / Finger Printing	24	500
Drug Testing Fees	25	500
Licenses & Permits	26	1,000
Bank Service Fees	27	3,500
Contracted Special ED non-instruction	28	2,000
Contracted Custodial Services	29	164,880

Minimal Enrollment  
Meyers Berkeley School of Excellence  
 Required for Solvency

Contracted Security	30	1,200
		220,957
<b>Administrative Expenses</b>		
Travel/Auto	31	2,000
Airfare	32	2,000
Meals	33	1,000
Lodging	34	3,000
Business Expense - Other	35	1,000
Dues & Subscriptions	36	5,000
Printing	37	5,000
Office Supplies	38	5,344
Medical Supplies	39	1,200
In-house Food Service - Cost of Food	40	1,889
Food Service - Paper and Small wares	41	1,200
		28,633
<b>Instruction Expense</b>		
Textbooks & Reference Books	42	88,000
Consumable Instructional (Student)	43	32,000
Consumable Instructional (Teacher)	44	5,500
Instructional Licenses	45	15,000
Library Books	46	10,000
Testing Materials	47	4,800
Contracted SPED Instruction	48	24,750
		180,050
<b>Other Operating Expenses</b>		
Telephone & Internet	49	40,000
Postage	50	3,000
Express Mail	51	500
Electricity	52	65,265
Water & Sewer	53	9,618
Waste Disposal	54	30,915
Pest Control	55	2,000
Maintenance & Cleaning Supplies	56	12,366
Building Repairs & Maintenance	57	97,898
Equipment Repairs & Maintenance	58	3,000
Miscellaneous Expenses	59	-
		264,562
<b>Fixed Expense</b>		
Rent	60	175,235
Office Equipment - Leasing Expense	61	20,000
Professional Liability & Property Insurance	62	37,381
		232,616
<b>EXPENSES less Payroll</b>		<b>1,102,566</b>
<b>TOTAL OPERATING EXPENSES</b>		<b>2,460,198</b>
<b>Net Income/(Loss) before Financing and Depreciation</b>		<b>43,164</b>
<b>CAPITAL EXPENSES</b>		548
		652

Minimal Enrollment  
Required for Solvency

		746,986.14
Capital Outlay (Capitalized)		
Computers Hardware	63	396,673
FF&E	64	254,900
Computers Software	65	11,600
<b>TOTAL CAPITAL EXPENDITURES</b>		<b>663,173</b>
Proceeds from Long Term Debt	66	663,173
Debt Repayments		
Repayment of Long-Term Debt (Princ)	67	-
Repayment of Long-Term Debt (Interest)	67	39,690
Depreciation and Amortization		187,071
<b>Net Income/(Loss) after Financing and Depreciation</b>		<b>(183,597)</b>
<b>NET CHANGE IN FUND BALANCE (Deprec add back)</b>		<b>3,474</b>
<b>OUTFLOW - COST OF ISSUANCE/UNDERWRITER'S DISCOUNT/OTHER RESTRICTED FUND BALANCE</b>		<b>-</b>
<b>SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE</b>		<b>3,474</b>
<b>CUMULATIVE FUND BALANCE - UNRESTRICTED</b>		<b>3,474</b>
<b>CUMULATIVE FUND BALANCE</b>		<b>3,474</b>

Mevers Berkeley School of Excellence  
Mevers Berkeley School of Excellence  
**Inc Stmt Yr 1 (Monthly)**

**Mevers Berkeley School of Excellence  
Monthly Cash Flow Projection**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>REVENUE:</b>													
Government													
Per Pupil Allocation	3,596,760	299,730	299,730	299,730	299,730	299,730	299,730	299,730	299,730	299,730	299,730	299,730	299,730
Special Needs	768,182	64,015	64,015	64,015	64,015	64,015	64,015	64,015	64,015	64,015	64,015	64,015	64,015
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	<b>4,364,942</b>	<b>363,745</b>											
Grants	201,000	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750
Fundraising & Contributions	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Before & Aftercare	85,536	3,888	7,776	7,776	7,776	7,776	7,776	7,776	7,776	7,776	7,776	7,776	3,888
Food Services	25,400	1,155	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	1,155
Free and Reduced Lunch (DOE reimbursement)	64,784	2,945	5,889	5,889	5,889	5,889	5,889	5,889	5,889	5,889	5,889	5,889	2,945
<b>TOTAL REVENUE</b>	<b>4,841,662</b>	<b>396,816</b>	<b>404,803</b>	<b>396,816</b>									
<b>EXPENSES:</b>													
<b>Administration Staff</b>													
Principal	90,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
Assistant Principal	65,000	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417
Business Administrator	45,000	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750
Administrative Assistant	32,960	1,498	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	1,498
Receptionist	20,800	945	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	945
Registrar/DPC	30,000	1,364	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	1,364
Student Services Coordinator	45,000	2,045	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	2,045
Nurse	31,000	1,409	2,818	2,818	2,818	2,818	2,818	2,818	2,818	2,818	2,818	2,818	1,409
Food Service - Director	18,240	829	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	829
Food Service	14,400	655	1,309	1,309	1,309	1,309	1,309	1,309	1,309	1,309	1,309	1,309	655
Before/Aftercare - Director	18,240	829	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	829
Before/Aftercare	13,680	622	1,244	1,244	1,244	1,244	1,244	1,244	1,244	1,244	1,244	1,244	622
	<b>424,320</b>	<b>26,863</b>	<b>37,059</b>	<b>26,863</b>									
<b>Instruction Staff</b>													
Teachers (K-5)	897,000	40,773	81,545	81,545	81,545	81,545	81,545	81,545	81,545	81,545	81,545	81,545	40,773
Teachers (6-8) (Math, Sci, SS, LA, Reading)	195,000	8,864	17,727	17,727	17,727	17,727	17,727	17,727	17,727	17,727	17,727	17,727	8,864
General Music / Chorus Teacher	39,000	1,773	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	1,773
Art Teacher	39,000	1,773	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	1,773
PE Teacher	39,000	1,773	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	1,773
Foreign Language Teacher	39,000	1,773	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	1,773
Technology Teacher	39,000	1,773	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	1,773
Instructional Aide - PE	18,240	829	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	829
ESE/Special Education	78,000	3,545	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	3,545
ESE/Special Education Aid	21,280	967	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	967
Reading Specialist	39,000	1,773	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	3,545	1,773
Co-Teacher	78,000	3,545	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	3,545
Curriculum Resource Teacher	78,000	3,545	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	3,545
Daily Subs	56,000	2,545	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	2,545
	<b>1,655,520</b>	<b>75,251</b>	<b>150,502</b>	<b>75,251</b>									
<b>Tutoring</b>													
Tutoring	28,440	1,293	2,585	2,585	2,585	2,585	2,585	2,585	2,585	2,585	2,585	2,585	1,293
<b>Stipends</b>													
Stipends	15,000	682	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	682
<b>Bonus Pool for Schoolwide Incentives</b>													
Bonus Pool for Schoolwide Incentives	43,649	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637
<b>Benefits (Health, Dental, etc)</b>													
Instructional Staff	117,600	5,345	10,691	10,691	10,691	10,691	10,691	10,691	10,691	10,691	10,691	10,691	5,345
Pupil Personnel Services Staff	2,800	127	255	255	255	255	255	255	255	255	255	255	127
School Administration Staff	19,600	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633
Food Services Staff	2,800	127	255	255	255	255	255	255	255	255	255	255	127
Before & Aftercare Staff	2,800	127	255	255	255	255	255	255	255	255	255	255	127
	<b>145,600</b>	<b>12,133</b>											
<b>Workers Compensation</b>													
Instructional Staff	18,123	824	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	824
Pupil Personnel Services Staff	468	21	43	43	43	43	43	43	43	43	43	43	21
School Administration Staff	2,951	134	268	268	268	268	268	268	268	268	268	268	134

Mevers Berkeley School of Excellence  
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**Mevers Berkeley School of Excellence  
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	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Food Services Staff	339	15	31	31	31	31	31	31	31	31	31	31	15
Before & Aftercare Staff	332	15	30	30	30	30	30	30	30	30	30	30	15
	<b>22,214</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>	<b>1,851</b>
<b>Payroll Taxes (FICA, Med, State/Fed Unempl)</b>													
Instructional Staff	148,470	6,749	13,497	13,497	13,497	13,497	13,497	13,497	13,497	13,497	13,497	13,497	6,749
Pupil Personnel Services Staff	3,834	174	349	349	349	349	349	349	349	349	349	349	174
School Administration Staff	24,176	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015
Food Services Staff	2,781	126	253	253	253	253	253	253	253	253	253	253	126
Before & Aftercare Staff	2,720	124	247	247	247	247	247	247	247	247	247	247	124
	<b>181,981</b>	<b>15,165</b>	<b>15,165</b>	<b>15,165</b>	<b>15,165</b>	<b>15,165</b>	<b>15,165</b>	<b>15,165</b>	<b>15,165</b>	<b>15,165</b>	<b>15,165</b>	<b>15,165</b>	<b>15,165</b>
<b>Professional Services</b>													
Legal Fees	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
Accounting Services - Independent Audit	15,000												15,000
Fee for Support Center Services	242,083	20,174	20,174	20,174	20,174	20,174	20,174	20,174	20,174	20,174	20,174	20,174	20,174
Outside Staff Development Consulting Fees	15,000	15,000											
Temporary Agency Fees	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Computer Service Fees	70,270	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856
Fee to District	87,299	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275
Professional Fees - Other	29,765	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480
Marketing & Enrollment	148,725	74,363											74,363
	<b>636,142</b>	<b>127,481</b>	<b>38,118</b>	<b>127,481</b>									
<b>Vendor Services</b>													
Contracted Pupil Transportation	54,000	2,455	4,909	4,909	4,909	4,909	4,909	4,909	4,909	4,909	4,909	4,909	2,455
Extra-Curricular Activity Events & Transportation	5,000	227	455	455	455	455	455	455	455	455	455	455	227
Contracted Food Service	93,732	4,261	8,521	8,521	8,521	8,521	8,521	8,521	8,521	8,521	8,521	8,521	4,261
Background / Finger Printing	500	23	45	45	45	45	45	45	45	45	45	45	23
Drug Testing Fees	500	23	45	45	45	45	45	45	45	45	45	45	23
Licenses & Permits	1,000	45	91	91	91	91	91	91	91	91	91	91	45
Bank Service Fees	3,500	292	292	292	292	292	292	292	292	292	292	292	292
Contracted Special ED non-instruction	2,000	91	182	182	182	182	182	182	182	182	182	182	91
Contracted Custodial Services	164,880	13,740	13,740	13,740	13,740	13,740	13,740	13,740	13,740	13,740	13,740	13,740	13,740
Contracted Security	1,200	100	100	100	100	100	100	100	100	100	100	100	100
	<b>326,312</b>	<b>21,256</b>	<b>28,380</b>	<b>21,256</b>									
<b>Administrative Expenses</b>													
Travel/Auto	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Airfare	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Meals	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Lodging	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Business Expense - Other	1,000	83	83	83	83	83	83	83	83	83	83	83	83
Dues & Subscriptions	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Printing	5,000	2,500											2,500
Office Supplies	12,713	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059
Medical Supplies	1,200	100	100	100	100	100	100	100	100	100	100	100	100
In-house Food Service - Cost of Food	2,626	119	239	239	239	239	239	239	239	239	239	239	119
Food Service - Paper and Small wares	1,200	55	109	109	109	109	109	109	109	109	109	109	55
	<b>43,738</b>	<b>5,583</b>	<b>3,257</b>	<b>5,583</b>									
<b>Instruction Expense</b>													
Textbooks & Reference Books	181,775	15,148	15,148	15,148	15,148	15,148	15,148	15,148	15,148	15,148	15,148	15,148	15,148
Consumable Instructional (Student)	66,100	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508
Consumable Instructional (Teacher)	10,500	2,100	764	764	764	764	764	764	764	764	764	764	764
Instructional Licenses	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Library Books	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Testing Materials	9,915	826	826	826	826	826	826	826	826	826	826	826	826
Contracted SPED Instruction	50,250	2,284	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	2,284
	<b>363,540</b>	<b>29,617</b>	<b>30,564</b>	<b>28,280</b>									
<b>Other Operating Expenses</b>													

Mevers Berkeley School of Excellence  
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Inc Stmt Yr 1 (Monthly)

Mevers Berkeley School of Excellence  
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	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Telephone & Internet	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Postage	3,000	750	205	205	205	205	205	205	205	205	205	205	205
Express Mail	500	125	34	34	34	34	34	34	34	34	34	34	34
Electricity	130,530	5,933	11,866	11,866	11,866	11,866	11,866	11,866	11,866	11,866	11,866	11,866	5,933
Water & Sewer	19,236	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603
Waste Disposal	30,915	2,576	2,576	2,576	2,576	2,576	2,576	2,576	2,576	2,576	2,576	2,576	2,576
Pest Control	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Maintenance & Cleaning Supplies	20,610	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718
Building Repairs & Maintenance	130,530	10,878	10,878	10,878	10,878	10,878	10,878	10,878	10,878	10,878	10,878	10,878	10,878
Equipment Repairs & Maintenance	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Miscellaneous Expenses	1,000	83	83	83	83	83	83	83	83	83	83	83	83
	<b>391,321</b>	<b>28,249</b>	<b>33,546</b>	<b>27,613</b>									
<b>Fixed Expense</b>													
Rent	338,916	28,243	28,243	28,243	28,243	28,243	28,243	28,243	28,243	28,243	28,243	28,243	28,243
Office Equipment - Leasing Expense	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Professional Liability & Property Insurance	44,180	3,682	3,682	3,682	3,682	3,682	3,682	3,682	3,682	3,682	3,682	3,682	3,682
	<b>403,097</b>	<b>33,591</b>	<b>33,591</b>	<b>33,591</b>	<b>33,591</b>	<b>33,591</b>	<b>33,591</b>	<b>33,591</b>	<b>33,591</b>	<b>33,591</b>	<b>33,591</b>	<b>33,591</b>	<b>33,591</b>
<b>EXPENSES less Payroll</b>	<b>2,164,150</b>	<b>245,777</b>	<b>167,457</b>	<b>243,804</b>									
<b>TOTAL OPERATING EXPENSES</b>	<b>4,680,875</b>	<b>382,652</b>	<b>391,754</b>	<b>380,680</b>									
<b>CAPITAL EXPENSES</b>													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	668,695	668,695											
FF&E	342,900	342,900											
Computers Software	11,600	11,600											
<b>TOTAL CAPITAL EXPENDITURES</b>	<b>1,023,195</b>	<b>1,023,195</b>	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Long Term Debt	1,023,195	1,023,195											
Debt Repayments													
Repayment of Long-Term Debt (Principle)	-	-	-	-	-	-	-	-	-	-	-	-	-
Repayment of Long-Term Debt (Interest)	61,237	5,103	5,103	5,103	5,103	5,103	5,103	5,103	5,103	5,103	5,103	5,103	5,103
<b>SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE</b>	<b>99,550</b>	<b>9,060</b>	<b>7,946</b>	<b>11,033</b>									
<b>Cash Flow - Cumulative Surplus/(Deficit)</b>		<b>9,060</b>	<b>17,006</b>	<b>24,952</b>	<b>32,897</b>	<b>40,843</b>	<b>48,789</b>	<b>56,734</b>	<b>64,680</b>	<b>72,625</b>	<b>80,571</b>	<b>88,517</b>	<b>99,550</b>

Mevers Berkeley School of Excellence

Inc Stmt Yr 2 (Monthly)

Mevers Berkeley School of Excellence  
Monthly Cash Flow Projection

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>REVENUE:</b>												
Government												
Per Pupil Allocation	5,015,071	417,923	417,923	417,923	417,923	417,923	417,923	417,923	417,923	417,923	417,923	417,923
Special Needs	1,064,218	88,685	88,685	88,685	88,685	88,685	88,685	88,685	88,685	88,685	88,685	88,685
Other Government	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	<b>6,079,289</b>	<b>506,607</b>										
Grants	161,000	13,417	13,417	13,417	13,417	13,417	13,417	13,417	13,417	13,417	13,417	13,417
Fundraising & Contributions	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	119,267	5,421	10,842	10,842	10,842	10,842	10,842	10,842	10,842	10,842	10,842	5,421
Food Services	35,393	1,609	3,218	3,218	3,218	3,218	3,218	3,218	3,218	3,218	3,218	1,609
Free and Reduced Lunch (DOE reimbursement)	90,272	4,103	8,207	8,207	8,207	8,207	8,207	8,207	8,207	8,207	8,207	4,103
<b>TOTAL REVENUE</b>	<b>6,485,221</b>	<b>531,157</b>	<b>542,291</b>	<b>531,157</b>								
<b>EXPENSES:</b>												
<b>Administration Staff</b>												
Principal	91,800	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650
Assistant Principal	66,300	5,525	5,525	5,525	5,525	5,525	5,525	5,525	5,525	5,525	5,525	5,525
Dean of Students	56,100	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675
Business Administrator	45,900	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825
Administrative Assistant	50,429	2,292	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	2,292
Receptionist	21,216	964	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	964
Registrar/DPC	30,600	1,391	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	1,391
Student Services Coordinator	45,900	2,086	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	2,086
Nurse	31,620	1,437	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	1,437
Food Service - Director	18,605	846	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	846
Food Service	22,032	1,001	2,003	2,003	2,003	2,003	2,003	2,003	2,003	2,003	2,003	1,001
Before/Aftercare - Director	18,605	846	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	846
Before/Aftercare	20,930	951	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	951
	<b>520,037</b>	<b>33,490</b>	<b>45,306</b>	<b>33,490</b>								
<b>Instruction Staff</b>												
Teachers (K-5)	1,074,060	48,821	97,642	97,642	97,642	97,642	97,642	97,642	97,642	97,642	97,642	48,821
Teachers (6-8) (Math, Sci, SS, LA, Reading)	397,800	18,082	36,164	36,164	36,164	36,164	36,164	36,164	36,164	36,164	36,164	18,082
General Music / Chorus Teacher	79,560	3,616	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	3,616
Art Teacher	79,560	3,616	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	3,616
PE Teacher	79,560	3,616	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	3,616
Foreign Language Teacher	79,560	3,616	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	3,616
Technology Teacher	79,560	3,616	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	3,616
Instructional Aide - PE	18,605	846	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	846
ESE/Special Education	119,340	5,425	10,849	10,849	10,849	10,849	10,849	10,849	10,849	10,849	10,849	5,425
ESE/Special Education Aid	21,706	987	1,973	1,973	1,973	1,973	1,973	1,973	1,973	1,973	1,973	987
Reading Specialist	39,780	1,808	3,616	3,616	3,616	3,616	3,616	3,616	3,616	3,616	3,616	1,808
Co-Teacher	79,560	3,616	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	3,616
Curriculum Resource Teacher	79,560	3,616	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	3,616
Daily Subs	77,000	3,500	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	3,500
	<b>2,305,210</b>	<b>104,782</b>	<b>209,565</b>	<b>104,782</b>								
<b>Tutoring</b>	<b>35,618</b>	1,619	3,238	3,238	3,238	3,238	3,238	3,238	3,238	3,238	3,238	1,619
<b>Stipends</b>	<b>15,300</b>	695	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	695
<b>Bonus Pool for Schoolwide Incentives</b>	<b>60,793</b>	<b>5,066</b>										
<b>Benefits (Health, Dental, etc)</b>												
Instructional Staff	162,792	7,400	14,799	14,799	14,799	14,799	14,799	14,799	14,799	14,799	14,799	7,400
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	25,704	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142
Food Services Staff	2,856	130	260	260	260	260	260	260	260	260	260	130
Before & Aftercare Staff	2,856	130	260	260	260	260	260	260	260	260	260	130
	<b>197,064</b>	<b>16,422</b>										
<b>Workers Compensation</b>												
Instructional Staff	25,136	1,143	2,285	2,285	2,285	2,285	2,285	2,285	2,285	2,285	2,285	1,143

Mevers Berkeley School of Excellence  
Mevers Berkeley School of Excellence

**Inc Stmt Yr 2 (Monthly)**

**Mevers Berkeley School of Excellence  
Monthly Cash Flow Projection**

	<b>TOTAL YR</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	3,768	171	343	343	343	343	343	343	343	343	343	343	171
Food Services Staff	423	19	38	38	38	38	38	38	38	38	38	38	19
Before & Aftercare Staff	411	19	37	37	37	37	37	37	37	37	37	37	19
	<b>30,216</b>	<b>2,518</b>											
<b>Payroll Taxes (FICA, Med, State/Fed Unempl)</b>													
Instructional Staff	205,922	9,360	18,720	18,720	18,720	18,720	18,720	18,720	18,720	18,720	18,720	18,720	9,360
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	30,872	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573
Food Services Staff	3,462	157	315	315	315	315	315	315	315	315	315	315	157
Before & Aftercare Staff	3,368	153	306	306	306	306	306	306	306	306	306	306	153
	<b>247,535</b>	<b>20,628</b>											
<b>Professional Services</b>													
Legal Fees	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Accounting Services - Independent Audit	15,300												15,300
Fee for Support Center Services	332,311	27,693	27,693	27,693	27,693	27,693	27,693	27,693	27,693	27,693	27,693	27,693	27,693
Outside Staff Development Consulting Fees	15,300	15,300											
Temporary Agency Fees	3,060	255	255	255	255	255	255	255	255	255	255	255	255
Computer Service Fees	88,954	7,413	7,413	7,413	7,413	7,413	7,413	7,413	7,413	7,413	7,413	7,413	7,413
Fee to District	121,586	10,132	10,132	10,132	10,132	10,132	10,132	10,132	10,132	10,132	10,132	10,132	10,132
Professional Fees - Other	29,765	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>666,815</b>	<b>91,459</b>	<b>48,390</b>	<b>91,459</b>									
<b>Vendor Services</b>													
Contracted Pupil Transportation	55,080	2,504	5,007	5,007	5,007	5,007	5,007	5,007	5,007	5,007	5,007	5,007	2,504
Extra-Curricular Activity Events & Transportation	5,100	232	464	464	464	464	464	464	464	464	464	464	232
Contracted Food Service	130,610	5,937	11,874	11,874	11,874	11,874	11,874	11,874	11,874	11,874	11,874	11,874	5,937
Background / Finger Printing	510	23	46	46	46	46	46	46	46	46	46	46	23
Drug Testing Fees	510	23	46	46	46	46	46	46	46	46	46	46	23
Licenses & Permits	1,020	46	93	93	93	93	93	93	93	93	93	93	46
Bank Service Fees	3,570	298	298	298	298	298	298	298	298	298	298	298	298
Contracted Special ED non-instruction	2,040	93	185	185	185	185	185	185	185	185	185	185	93
Contracted Custodial Services	168,178	14,015	14,015	14,015	14,015	14,015	14,015	14,015	14,015	14,015	14,015	14,015	14,015
Contracted Security	1,224	102	102	102	102	102	102	102	102	102	102	102	102
	<b>367,842</b>	<b>23,272</b>	<b>32,130</b>	<b>23,272</b>									
<b>Administrative Expenses</b>													
Travel/Auto	5,100	425	425	425	425	425	425	425	425	425	425	425	425
Airfare	5,100	425	425	425	425	425	425	425	425	425	425	425	425
Meals	2,040	170	170	170	170	170	170	170	170	170	170	170	170
Lodging	3,060	255	255	255	255	255	255	255	255	255	255	255	255
Business Expense - Other	1,020	85	85	85	85	85	85	85	85	85	85	85	85
Dues & Subscriptions	5,100	425	425	425	425	425	425	425	425	425	425	425	425
Printing	5,100	2,550											2,550
Office Supplies	13,234	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103
Medical Supplies	1,224	102	102	102	102	102	102	102	102	102	102	102	102
In-house Food Service - Cost of Food	3,212	146	292	292	292	292	292	292	292	292	292	292	146
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>45,414</b>	<b>5,741</b>	<b>3,393</b>	<b>5,741</b>									
<b>Instruction Expense</b>													
Textbooks & Reference Books	67,881	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657
Consumable Instructional (Student)	92,106	7,676	7,676	7,676	7,676	7,676	7,676	7,676	7,676	7,676	7,676	7,676	7,676
Consumable Instructional (Teacher)	14,535	2,907	1,057	1,057	1,057	1,057	1,057	1,057	1,057	1,057	1,057	1,057	1,057
Instructional Licenses	30,600	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550
Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	13,816	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151
Contracted SPED Instruction	69,615	3,164	6,329	6,329	6,329	6,329	6,329	6,329	6,329	6,329	6,329	6,329	3,164
	<b>293,553</b>	<b>23,522</b>	<b>24,836</b>	<b>21,672</b>									

Mevers Berkeley School of Excellence

Inc Stmt Yr 2 (Monthly)

Mevers Berkeley School of Excellence  
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Other Operating Expenses</b>													
Telephone & Internet	51,000	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250
Postage	3,060	765	209	209	209	209	209	209	209	209	209	209	209
Express Mail	510	128	35	35	35	35	35	35	35	35	35	35	35
Electricity	133,141	6,052	12,104	12,104	12,104	12,104	12,104	12,104	12,104	12,104	12,104	12,104	6,052
Water & Sewer	19,621	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635
Waste Disposal	31,533	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628
Pest Control	2,040	170	170	170	170	170	170	170	170	170	170	170	170
Maintenance & Cleaning Supplies	21,022	1,752	1,752	1,752	1,752	1,752	1,752	1,752	1,752	1,752	1,752	1,752	1,752
Building Repairs & Maintenance	133,141	11,095	11,095	11,095	11,095	11,095	11,095	11,095	11,095	11,095	11,095	11,095	11,095
Software Licensing Fees	-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Expenses	1,000	83	83	83	83	83	83	83	83	83	83	83	83
	<b>399,127</b>	<b>28,812</b>	<b>34,215</b>	<b>28,163</b>									
<b>Fixed Expense</b>													
Rent	583,670	48,639	48,639	48,639	48,639	48,639	48,639	48,639	48,639	48,639	48,639	48,639	48,639
Office Equipment - Leasing Expense	20,400	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700
Professional Liability & Property Insurance	49,986	4,165	4,165	4,165	4,165	4,165	4,165	4,165	4,165	4,165	4,165	4,165	4,165
	<b>654,056</b>	<b>54,505</b>											
<b>EXPENSES less Payroll</b>	<b>2,426,806</b>	<b>227,311</b>	<b>197,468</b>	<b>224,812</b>									
<b>TOTAL OPERATING EXPENSES</b>	<b>5,838,579</b>	<b>412,532</b>	<b>501,601</b>	<b>410,033</b>									
<b>CAPITAL EXPENSES</b>													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	187,582	46,896	9,379	9,379	9,379	9,379	9,379	9,379	9,379	9,379	9,379	9,379	46,896
FF&E	139,400	34,850	6,970	6,970	6,970	6,970	6,970	6,970	6,970	6,970	6,970	6,970	34,850
Building	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL CAPITAL EXPENDITURES</b>	<b>338,582</b>	<b>84,646</b>	<b>16,929</b>	<b>84,646</b>									
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (Principle)	235,741	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645
Repayment of Long-Term Debt (Interest)	49,249	4,104	4,104	4,104	4,104	4,104	4,104	4,104	4,104	4,104	4,104	4,104	4,104
<b>SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE</b>	<b>23,069</b>	<b>10,230</b>	<b>11</b>	<b>12,729</b>									
Advance/Repay from Management Company													
<b>Cash Flow - Cumulative Surplus/(Deficit)</b>		<b>109,780</b>	<b>109,791</b>	<b>109,802</b>	<b>109,813</b>	<b>109,824</b>	<b>109,835</b>	<b>109,846</b>	<b>109,857</b>	<b>109,868</b>	<b>109,879</b>	<b>109,890</b>	<b>122,619</b>

Mevers Berkeley School of Excellence  
Mevers Berkeley School of Excellence  
Inc Stmt Yr 3 (Monthly)

**Mevers Berkeley School of Excellence**  
**Monthly Cash Flow Projection**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>REVENUE:</b>													
Government													
Per Pupil Allocation	6,090,248	507,521	507,521	507,521	507,521	507,521	507,521	507,521	507,521	507,521	507,521	507,521	507,521
Special Needs	1,300,218	108,351	108,351	108,351	108,351	108,351	108,351	108,351	108,351	108,351	108,351	108,351	108,351
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	<b>7,390,465</b>	<b>615,872</b>											
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	144,874	6,585	13,170	13,170	13,170	13,170	13,170	13,170	13,170	13,170	13,170	13,170	6,585
Food Services	43,017	1,955	3,911	3,911	3,911	3,911	3,911	3,911	3,911	3,911	3,911	3,911	1,955
Free and Reduced Lunch (DOE reimbursement)	109,718	4,987	9,974	9,974	9,974	9,974	9,974	9,974	9,974	9,974	9,974	9,974	4,987
<b>TOTAL REVENUE</b>	<b>7,688,075</b>	<b>629,400</b>	<b>642,928</b>	<b>629,400</b>									
<b>EXPENSES:</b>													
<b>Administration Staff</b>													
Principal	93,636	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803
Assistant Principal	67,626	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636
Dean of Students	57,222	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769
Business Administrator	46,818	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902
Administrative Assistant	51,437	2,338	4,676	4,676	4,676	4,676	4,676	4,676	4,676	4,676	4,676	4,676	2,338
Receptionist	21,640	984	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	984
Registrar/DPC	31,212	1,419	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	2,837	1,419
Student Services Coordinator	46,818	2,128	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	2,128
Nurse	32,252	1,466	2,932	2,932	2,932	2,932	2,932	2,932	2,932	2,932	2,932	2,932	1,466
Food Service - Director	18,977	863	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	863
Food Service	22,473	1,021	2,043	2,043	2,043	2,043	2,043	2,043	2,043	2,043	2,043	2,043	1,021
Before/Aftercare - Director	18,977	863	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	863
Before/Aftercare	28,465	1,294	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	1,294
	<b>537,554</b>	<b>34,484</b>	<b>46,859</b>	<b>34,484</b>									
<b>Instruction Staff</b>													
Teachers (K-5)	1,136,117	51,642	103,283	103,283	103,283	103,283	103,283	103,283	103,283	103,283	103,283	103,283	51,642
Teachers (6-8) (Math, Sci, SS, LA, Reading)	608,634	27,665	55,330	55,330	55,330	55,330	55,330	55,330	55,330	55,330	55,330	55,330	27,665
General Music / Chorus Teacher	81,151	3,689	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	3,689
Art Teacher	81,151	3,689	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	3,689
PE Teacher	81,151	3,689	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	3,689
Foreign Language Teacher	81,151	3,689	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	3,689
Technology Teacher	81,151	3,689	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	3,689
Instructional Aide - PE	18,977	863	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	863
ESE/Special Education	121,727	5,533	11,066	11,066	11,066	11,066	11,066	11,066	11,066	11,066	11,066	11,066	5,533
ESE/Special Education Aid	22,140	1,006	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	1,006
Reading Specialist	40,576	1,844	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	1,844
Co-Teacher	81,151	3,689	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	3,689
Curriculum Resource Teacher	81,151	3,689	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	7,377	3,689
Daily Subs	85,400	3,882	7,764	7,764	7,764	7,764	7,764	7,764	7,764	7,764	7,764	7,764	3,882
	<b>2,601,628</b>	<b>118,256</b>	<b>236,512</b>	<b>118,256</b>									
<b>Tutoring</b>	<b>45,677</b>	<b>2,076</b>	<b>4,152</b>	<b>2,076</b>									
<b>Stipends</b>	<b>15,606</b>	<b>709</b>	<b>1,419</b>	<b>709</b>									
<b>Bonus Pool for Schoolwide Incentives</b>	<b>73,905</b>	<b>6,159</b>											
<b>Benefits (Health, Dental, etc)</b>													
Instructional Staff	183,527	8,342	16,684	16,684	16,684	16,684	16,684	16,684	16,684	16,684	16,684	16,684	8,342
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	26,218	2,185	2,185	2,185	2,185	2,185	2,185	2,185	2,185	2,185	2,185	2,185	2,185
Food Services Staff	2,913	132	265	265	265	265	265	265	265	265	265	265	132
Before & Aftercare Staff	2,913	132	265	265	265	265	265	265	265	265	265	265	132
	<b>218,484</b>	<b>18,207</b>											
<b>Workers Compensation</b>													
Instructional Staff	28,463	1,294	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	1,294
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	3,844	175	349	349	349	349	349	349	349	349	349	349	175
Food Services Staff	431	20	39	39	39	39	39	39	39	39	39	39	20
Before & Aftercare Staff	493	22	45	45	45	45	45	45	45	45	45	45	22
	<b>33,718</b>	<b>2,810</b>											
<b>Payroll Taxes (FICA, Med, State/Fed Unemp)</b>													
Instructional Staff	233,177	10,599	21,198	21,198	21,198	21,198	21,198	21,198	21,198	21,198	21,198	21,198	10,599
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	31,489	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624
Food Services Staff	3,532	161	321	321	321	321	321	321	321	321	321	321	161

**Mevers Berkeley School of Excellence**  
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**Monthly Cash Flow Projection**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Before & Aftercare Staff	4,042	184	367	367	367	367	367	367	367	367	367	367	184
	<b>276,228</b>	<b>23,019</b>	<b>23,019</b>	<b>23,019</b>	<b>23,019</b>	<b>23,019</b>	<b>23,019</b>	<b>23,019</b>	<b>23,019</b>	<b>23,019</b>	<b>23,019</b>	<b>23,019</b>	<b>23,019</b>
<b>Professional Services</b>													
Legal Fees	5,100	425	425	425	425	425	425	425	425	425	425	425	425
Accounting Services - Independent Audit	15,606												15,606
Fee for Support Center Services	768,807	64,067	64,067	64,067	64,067	64,067	64,067	64,067	64,067	64,067	64,067	64,067	64,067
Outside Staff Development Consulting Fees	15,606	15,606											
Temporary Agency Fees	3,121	260	260	260	260	260	260	260	260	260	260	260	260
Computer Service Fees	103,302	8,609	8,609	8,609	8,609	8,609	8,609	8,609	8,609	8,609	8,609	8,609	8,609
Fee to District	147,809	12,317	12,317	12,317	12,317	12,317	12,317	12,317	12,317	12,317	12,317	12,317	12,317
Professional Fees - Other	1,000	83	83	83	83	83	83	83	83	83	83	83	83
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>1,100,056</b>	<b>121,219</b>	<b>85,762</b>	<b>121,219</b>									
<b>Vendor Services</b>													
Contracted Pupil Transportation	56,182	2,554	5,107	5,107	5,107	5,107	5,107	5,107	5,107	5,107	5,107	5,107	2,554
Extra-Curricular Activity Events & Transportation	5,202	236	473	473	473	473	473	473	473	473	473	473	236
Contracted Food Service	158,745	7,216	14,431	14,431	14,431	14,431	14,431	14,431	14,431	14,431	14,431	14,431	7,216
Background / Finger Printing	520	24	47	47	47	47	47	47	47	47	47	47	24
Drug Testing Fees	520	24	47	47	47	47	47	47	47	47	47	47	24
Licenses & Permits	1,040	47	95	95	95	95	95	95	95	95	95	95	47
Bank Service Fees	3,641	303	303	303	303	303	303	303	303	303	303	303	303
Contracted Special ED non-instruction	2,081	95	189	189	189	189	189	189	189	189	189	189	95
Contracted Custodial Services	171,541	14,295	14,295	14,295	14,295	14,295	14,295	14,295	14,295	14,295	14,295	14,295	14,295
Contracted Security	1,248	104	104	104	104	104	104	104	104	104	104	104	104
	<b>400,722</b>	<b>24,898</b>	<b>35,093</b>	<b>24,898</b>									
<b>Administrative Expenses</b>													
Travel/Auto	5,202	434	434	434	434	434	434	434	434	434	434	434	434
Airfare	5,202	434	434	434	434	434	434	434	434	434	434	434	434
Meals	2,081	173	173	173	173	173	173	173	173	173	173	173	173
Lodging	3,121	260	260	260	260	260	260	260	260	260	260	260	260
Business Expense - Other	1,040	87	87	87	87	87	87	87	87	87	87	87	87
Dues & Subscriptions	5,202	434	434	434	434	434	434	434	434	434	434	434	434
Printing	5,202	2,601											2,601
Office Supplies	13,692	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141
Medical Supplies	1,248	104	104	104	104	104	104	104	104	104	104	104	104
In-house Food Service - Cost of Food	3,663	167	333	333	333	333	333	333	333	333	333	333	167
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>46,902</b>	<b>5,890</b>	<b>3,512</b>	<b>5,890</b>									
<b>Instruction Expense</b>													
Textbooks & Reference Books	49,497	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125
Consumable Instructional (Student)	111,947	9,329	9,329	9,329	9,329	9,329	9,329	9,329	9,329	9,329	9,329	9,329	9,329
Consumable Instructional (Teacher)	16,386	3,277	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192
Instructional Licenses	31,212	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601
Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	16,792	1,399	1,399	1,399	1,399	1,399	1,399	1,399	1,399	1,399	1,399	1,399	1,399
Contracted SPED Instruction	85,053	3,866	7,732	7,732	7,732	7,732	7,732	7,732	7,732	7,732	7,732	7,732	3,866
	<b>315,887</b>	<b>25,014</b>	<b>26,794</b>	<b>22,928</b>									
<b>Other Operating Expenses</b>													
Telephone & Internet	52,020	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335
Postage	3,121	780	213	213	213	213	213	213	213	213	213	213	213
Express Mail	520	130	35	35	35	35	35	35	35	35	35	35	35
Electricity	135,803	6,173	12,346	12,346	12,346	12,346	12,346	12,346	12,346	12,346	12,346	12,346	6,173
Water & Sewer	20,013	1,668	1,668	1,668	1,668	1,668	1,668	1,668	1,668	1,668	1,668	1,668	1,668
Waste Disposal	32,164	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680
Pest Control	2,081	173	173	173	173	173	173	173	173	173	173	173	173
Maintenance & Cleaning Supplies	21,443	1,787	1,787	1,787	1,787	1,787	1,787	1,787	1,787	1,787	1,787	1,787	1,787
Building Repairs & Maintenance	135,803	11,317	11,317	11,317	11,317	11,317	11,317	11,317	11,317	11,317	11,317	11,317	11,317
Software Licensing Fees	-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Expenses	1,000	83	83	83	83	83	83	83	83	83	83	83	83
	<b>407,090</b>	<b>29,387</b>	<b>34,898</b>	<b>28,725</b>									
<b>Fixed Expense</b>													
Rent	768,807	64,067	64,067	64,067	64,067	64,067	64,067	64,067	64,067	64,067	64,067	64,067	64,067
Office Equipment - Leasing Expense	20,808	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734
Professional Liability & Property Insurance	54,575	4,548	4,548	4,548	4,548	4,548	4,548	4,548	4,548	4,548	4,548	4,548	4,548
	<b>844,190</b>	<b>70,349</b>	<b>70,349</b>	<b>70,349</b>	<b>70,349</b>	<b>70,349</b>	<b>70,349</b>	<b>70,349</b>	<b>70,349</b>	<b>70,349</b>	<b>70,349</b>	<b>70,349</b>	<b>70,349</b>

Mevers Berkeley School of Excellence  
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Mevers Berkeley School of Excellence  
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	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
EXPENSES less Payroll	3,114,847	276,757	256,408	256,408	256,408	256,408	256,408	256,408	256,408	256,408	256,408	256,408	274,010
<b>TOTAL OPERATING EXPENSES</b>	<b>6,917,647</b>	<b>482,477</b>	<b>595,544</b>	<b>479,729</b>									
<b>CAPITAL EXPENSES</b>													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	160,634	40,158	8,032	8,032	8,032	8,032	8,032	8,032	8,032	8,032	8,032	8,032	40,158
FF&E	75,500	18,875	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	3,775	18,875
Building	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL CAPITAL EXPENDITURES</b>	<b>247,734</b>	<b>61,933</b>	<b>12,387</b>	<b>61,933</b>									
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-
Repayment of Long-Term Debt (Principle)	248,532	20,711	20,711	20,711	20,711	20,711	20,711	20,711	20,711	20,711	20,711	20,711	20,711
Repayment of Long-Term Debt (Interest)	36,458	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038
<b>SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE</b>	<b>237,703</b>	<b>61,240</b>	<b>11,248</b>	<b>63,988</b>									
<b>Cash Flow - Cumulative Surplus/(Deficit)</b>		<b>183,859</b>	<b>195,107</b>	<b>206,354</b>	<b>217,602</b>	<b>228,849</b>	<b>240,097</b>	<b>251,344</b>	<b>262,592</b>	<b>273,839</b>	<b>285,087</b>	<b>296,334</b>	<b>360,322</b>

Mevers Berkeley School of Excellence  
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**Mevers Berkeley School of Excellence**  
**Monthly Cash Flow Projection**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>REVENUE:</b>													
Government													
Per Pupil Allocation	6,347,930	528,994	528,994	528,994	528,994	528,994	528,994	528,994	528,994	528,994	528,994	528,994	528,994
Special Needs	1,350,556	112,546	112,546	112,546	112,546	112,546	112,546	112,546	112,546	112,546	112,546	112,546	112,546
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Government:</b>	<b>7,698,486</b>	<b>641,541</b>											
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	150,980	6,863	13,725	13,725	13,725	13,725	13,725	13,725	13,725	13,725	13,725	13,725	6,863
Food Services	44,815	2,037	4,074	4,074	4,074	4,074	4,074	4,074	4,074	4,074	4,074	4,074	2,037
Free and Reduced Lunch (DOE reimbursement)	114,305	5,196	10,391	10,391	10,391	10,391	10,391	10,391	10,391	10,391	10,391	10,391	5,196
<b>TOTAL REVENUE</b>	<b>8,008,587</b>	<b>655,636</b>	<b>669,731</b>	<b>655,636</b>									
<b>EXPENSES:</b>													
<b>Administration Staff</b>													
Principal	95,509	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959
Assistant Principal	68,979	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748
Dean of Students	58,366	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864
Business Administrator	47,754	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980
Administrative Assistant	52,466	2,385	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	2,385
Receptionist	22,073	1,003	2,007	2,007	2,007	2,007	2,007	2,007	2,007	2,007	2,007	2,007	1,003
Registrar/DPC	31,836	1,447	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	1,447
Student Services Coordinator	47,754	2,171	4,341	4,341	4,341	4,341	4,341	4,341	4,341	4,341	4,341	4,341	2,171
Nurse	32,897	1,495	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	1,495
Food Service - Director	19,356	880	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	880
Food Service	22,922	1,042	2,084	2,084	2,084	2,084	2,084	2,084	2,084	2,084	2,084	2,084	1,042
Before/Aftercare - Director	19,356	880	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	880
Before/Aftercare	29,035	1,320	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	1,320
	<b>548,305</b>	<b>35,173</b>	<b>47,796</b>	<b>35,173</b>									
<b>Instruction Staff</b>													
Teachers (K-5)	1,200,226	54,556	109,111	109,111	109,111	109,111	109,111	109,111	109,111	109,111	109,111	109,111	54,556
Teachers (6-8) (Math, Sci, SS, LA, Reading)	620,807	28,218	56,437	56,437	56,437	56,437	56,437	56,437	56,437	56,437	56,437	56,437	28,218
General Music / Chorus Teacher	82,774	3,762	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	3,762
Art Teacher	82,774	3,762	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	3,762
PE Teacher	82,774	3,762	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	3,762
Foreign Language Teacher	82,774	3,762	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	3,762
Technology Teacher	82,774	3,762	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	3,762
Instructional Aide - PE	19,356	880	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	880
ESE/Special Education	124,161	5,644	11,287	11,287	11,287	11,287	11,287	11,287	11,287	11,287	11,287	11,287	5,644
ESE/Special Education Aid	22,583	1,026	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	1,026
Reading Specialist	41,387	1,881	3,762	3,762	3,762	3,762	3,762	3,762	3,762	3,762	3,762	3,762	1,881
Co-Teacher	82,774	3,762	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	3,762
Curriculum Resource Teacher	82,774	3,762	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	3,762
Daily Subs	86,800	3,945	7,891	7,891	7,891	7,891	7,891	7,891	7,891	7,891	7,891	7,891	3,945
	<b>2,694,740</b>	<b>122,488</b>	<b>244,976</b>	<b>122,488</b>									
<b>Tutoring</b>													
	<b>46,555</b>	<b>2,116</b>	<b>4,232</b>	<b>2,116</b>									
<b>Stipends</b>													
	<b>15,918</b>	<b>724</b>	<b>1,447</b>	<b>724</b>									
<b>Bonus Pool for Schoolwide Incentives</b>													
	<b>76,985</b>	<b>6,415</b>											
<b>Benefits (Health, Dental, etc)</b>													
Instructional Staff	190,168	8,644	17,288	17,288	17,288	17,288	17,288	17,288	17,288	17,288	17,288	17,288	8,644
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	26,742	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229
Food Services Staff	2,971	135	270	270	270	270	270	270	270	270	270	270	135
Before & Aftercare Staff	2,971	135	270	270	270	270	270	270	270	270	270	270	135
	<b>225,825</b>	<b>18,819</b>											
<b>Workers Compensation</b>													
Instructional Staff	29,476	1,340	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	1,340
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	3,921	178	356	356	356	356	356	356	356	356	356	356	178
Food Services Staff	440	20	40	40	40	40	40	40	40	40	40	40	20
Before & Aftercare Staff	503	23	46	46	46	46	46	46	46	46	46	46	23
	<b>34,836</b>	<b>2,903</b>											
<b>Payroll Taxes (FICA, Med, State/Fed Unempl)</b>													
Instructional Staff	241,474	10,976	21,952	21,952	21,952	21,952	21,952	21,952	21,952	21,952	21,952	21,952	10,976
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	32,119	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677
Food Services Staff	3,602	164	327	327	327	327	327	327	327	327	327	327	164
Before & Aftercare Staff	4,123	187	375	375	375	375	375	375	375	375	375	375	187
	<b>285,386</b>	<b>23,782</b>											

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	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Professional Services</b>													
Legal Fees	5,202	434	434	434	434	434	434	434	434	434	434	434	434
Accounting Services - Independent Audit	15,918												15,918
Fee for Support Center Services	800,859	66,738	66,738	66,738	66,738	66,738	66,738	66,738	66,738	66,738	66,738	66,738	66,738
Outside Staff Development Consulting Fees	15,918												
Temporary Agency Fees	3,184	265	265	265	265	265	265	265	265	265	265	265	265
Computer Service Fees	106,986	8,915	8,915	8,915	8,915	8,915	8,915	8,915	8,915	8,915	8,915	8,915	8,915
Fee to District	153,970	12,831	12,831	12,831	12,831	12,831	12,831	12,831	12,831	12,831	12,831	12,831	12,831
Professional Fees - Other	1,020	85	85	85	85	85	85	85	85	85	85	85	85
Staff Recruitment	-												
	<b>1,115,556</b>	<b>111,436</b>	<b>89,268</b>	<b>111,436</b>									
<b>Vendor Services</b>													
Contracted Pupil Transportation	57,305	2,605	5,210	5,210	5,210	5,210	5,210	5,210	5,210	5,210	5,210	5,210	2,605
Extra-Curricular Activity Events & Transportation	5,306	241	482	482	482	482	482	482	482	482	482	482	241
Contracted Food Service	165,381	7,517	15,035	15,035	15,035	15,035	15,035	15,035	15,035	15,035	15,035	15,035	7,517
Background / Finger Printing	531	24	48	48	48	48	48	48	48	48	48	48	24
Drug Testing Fees	531	24	48	48	48	48	48	48	48	48	48	48	24
Licenses & Permits	1,061	48	96	96	96	96	96	96	96	96	96	96	48
Bank Service Fees	3,714	310	310	310	310	310	310	310	310	310	310	310	310
Contracted Special ED non-instruction	2,122	96	193	193	193	193	193	193	193	193	193	193	96
Contracted Custodial Services	174,972	14,581	14,581	14,581	14,581	14,581	14,581	14,581	14,581	14,581	14,581	14,581	14,581
Contracted Security	1,273	106	106	106	106	106	106	106	106	106	106	106	106
	<b>412,197</b>	<b>25,553</b>	<b>36,109</b>	<b>25,553</b>									
<b>Administrative Expenses</b>													
Travel/Auto	5,306	442	442	442	442	442	442	442	442	442	442	442	442
Airfare	5,306	442	442	442	442	442	442	442	442	442	442	442	442
Meals	2,122	177	177	177	177	177	177	177	177	177	177	177	177
Lodging	3,184	265	265	265	265	265	265	265	265	265	265	265	265
Business Expense - Other	1,061	88	88	88	88	88	88	88	88	88	88	88	88
Dues & Subscriptions	5,306	442	442	442	442	442	442	442	442	442	442	442	442
Printing	5,306	2,653											2,653
Office Supplies	13,993	1,166	1,166	1,166	1,166	1,166	1,166	1,166	1,166	1,166	1,166	1,166	1,166
Medical Supplies	1,273	106	106	106	106	106	106	106	106	106	106	106	106
In-house Food Service - Cost of Food	3,790	172	345	345	345	345	345	345	345	345	345	345	172
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>47,921</b>	<b>6,012</b>	<b>3,590</b>	<b>6,012</b>									
<b>Instruction Expense</b>													
Textbooks & Reference Books	102,929	8,577	8,577	8,577	8,577	8,577	8,577	8,577	8,577	8,577	8,577	8,577	8,577
Consumable Instructional (Student)	116,627	9,719	9,719	9,719	9,719	9,719	9,719	9,719	9,719	9,719	9,719	9,719	9,719
Consumable Instructional (Teacher)	16,979	3,396	1,235	1,235	1,235	1,235	1,235	1,235	1,235	1,235	1,235	1,235	1,235
Instructional Licenses	31,836	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653
Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	17,494	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458
Contracted SPED Instruction	88,346	4,016	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	4,016
	<b>379,211</b>	<b>30,235</b>	<b>32,090</b>	<b>28,074</b>									
<b>Other Operating Expenses</b>													
Telephone & Internet	53,060	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422
Postage	3,184	796	217	217	217	217	217	217	217	217	217	217	217
Express Mail	531	133	36	36	36	36	36	36	36	36	36	36	36
Electricity	138,519	6,296	12,593	12,593	12,593	12,593	12,593	12,593	12,593	12,593	12,593	12,593	6,296
Water & Sewer	20,413	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701
Waste Disposal	32,807	2,734	2,734	2,734	2,734	2,734	2,734	2,734	2,734	2,734	2,734	2,734	2,734
Pest Control	2,122	177	177	177	177	177	177	177	177	177	177	177	177
Maintenance & Cleaning Supplies	21,871	1,823	1,823	1,823	1,823	1,823	1,823	1,823	1,823	1,823	1,823	1,823	1,823
Building Repairs & Maintenance	138,519	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543
Software Licensing Fees	-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Expenses	1,000	83	83	83	83	83	83	83	83	83	83	83	83
	<b>415,212</b>	<b>29,973</b>	<b>35,594</b>	<b>29,298</b>									
<b>Fixed Expense</b>													
Rent	800,859	66,738	66,738	66,738	66,738	66,738	66,738	66,738	66,738	66,738	66,738	66,738	66,738
Office Equipment - Leasing Expense	21,224	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769
Professional Liability & Property Insurance	56,153	4,679	4,679	4,679	4,679	4,679	4,679	4,679	4,679	4,679	4,679	4,679	4,679
	<b>878,236</b>	<b>73,186</b>											
<b>EXPENSES less Payroll</b>	<b>3,248,333</b>	<b>276,397</b>	<b>269,838</b>	<b>273,560</b>									
<b>TOTAL OPERATING EXPENSES</b>	<b>7,176,883</b>	<b>488,817</b>	<b>620,209</b>	<b>485,981</b>									

Mevers Berkeley School of Excellence  
Mevers Berkeley School of Excellence  
Inc Stmt Yr 4 (Monthly)

**Mevers Berkeley School of Excellence**  
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>CAPITAL EXPENSES</b>													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	208,478	52,119	10,424	10,424	10,424	10,424	10,424	10,424	10,424	10,424	10,424	10,424	52,119
FF&E	25,500	6,375	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	6,375
Building	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL CAPITAL EXPENDITURES</b>	<b>245,578</b>	<b>61,394</b>	<b>12,279</b>	<b>61,394</b>									
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (Principle)	262,180	21,848	21,848	21,848	21,848	21,848	21,848	21,848	21,848	21,848	21,848	21,848	21,848
Repayment of Long-Term Debt (Interest)	22,811	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901
<b>SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE</b>	<b>301,136</b>	<b>81,675</b>	<b>13,495</b>	<b>84,512</b>									
<b>Cash Flow - Cumulative Surplus/(Deficit)</b>		<b>441,997</b>	<b>455,492</b>	<b>468,987</b>	<b>482,482</b>	<b>495,977</b>	<b>509,472</b>	<b>522,967</b>	<b>536,462</b>	<b>549,957</b>	<b>563,451</b>	<b>576,946</b>	<b>661,458</b>

Mevers Berkeley School of Excellence  
Mevers Berkeley School of Excellence  
Inc Stmt Yr 5 (Monthly)

Mevers Berkeley School of Excellence  
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>REVENUE:</b>													
Government													
Per Pupil Allocation	6,750,818	562,568	562,568	562,568	562,568	562,568	562,568	562,568	562,568	562,568	562,568	562,568	562,568
Special Needs	1,427,210	118,934	118,934	118,934	118,934	118,934	118,934	118,934	118,934	118,934	118,934	118,934	118,934
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Government:</b>	<b>8,178,027</b>	<b>681,502</b>											
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	160,546	7,298	14,595	14,595	14,595	14,595	14,595	14,595	14,595	14,595	14,595	14,595	7,298
Food Services	47,625	2,165	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	2,165
Free and Reduced Lunch (DOE reimbursement)	121,471	5,521	11,043	11,043	11,043	11,043	11,043	11,043	11,043	11,043	11,043	11,043	5,521
<b>TOTAL REVENUE</b>	<b>8,507,670</b>	<b>696,486</b>	<b>711,470</b>	<b>696,486</b>									
<b>EXPENSES:</b>													
<b>Administration Staff</b>													
Principal	97,419	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118
Assistant Principal	70,358	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863
Dean of Students	59,534	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961
Business Administrator	48,709	4,059	4,059	4,059	4,059	4,059	4,059	4,059	4,059	4,059	4,059	4,059	4,059
Administrative Assistant	53,515	2,433	4,865	4,865	4,865	4,865	4,865	4,865	4,865	4,865	4,865	4,865	2,433
Receptionist	22,515	1,023	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047	1,023
Registrar/DPC	32,473	1,476	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	1,476
Student Services Coordinator	48,709	2,214	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	4,428	2,214
Nurse	33,555	1,525	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	1,525
Food Service - Director	19,744	897	1,795	1,795	1,795	1,795	1,795	1,795	1,795	1,795	1,795	1,795	897
Food Service	31,174	1,417	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	2,834	1,417
Before/Aftercare - Director	19,744	897	1,795	1,795	1,795	1,795	1,795	1,795	1,795	1,795	1,795	1,795	897
Before/Aftercare	29,615	1,346	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	1,346
	<b>567,065</b>	<b>36,231</b>	<b>49,460</b>	<b>36,231</b>									
<b>Instruction Staff</b>													
Teachers (K-5)	1,308,660	59,485	118,969	118,969	118,969	118,969	118,969	118,969	118,969	118,969	118,969	118,969	59,485
Teachers (6-8) (Math, Sci, SS, LA, Reading)	633,223	28,783	57,566	57,566	57,566	57,566	57,566	57,566	57,566	57,566	57,566	57,566	28,783
General Music / Chorus Teacher	84,430	3,838	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	3,838
Art Teacher	84,430	3,838	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	3,838
PE Teacher	84,430	3,838	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	3,838
Foreign Language Teacher	84,430	3,838	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	3,838
Technology Teacher	84,430	3,838	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	3,838
Instructional Aide - PE	19,744	897	1,795	1,795	1,795	1,795	1,795	1,795	1,795	1,795	1,795	1,795	897
ESE/Special Education	126,645	5,757	11,513	11,513	11,513	11,513	11,513	11,513	11,513	11,513	11,513	11,513	5,757
ESE/Special Education Aid	23,034	1,047	2,094	2,094	2,094	2,094	2,094	2,094	2,094	2,094	2,094	2,094	1,047
Reading Specialist	42,215	1,919	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	1,919
Co-Teacher	84,430	3,838	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	3,838
Curriculum Resource Teacher	84,430	3,838	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	3,838
Daily Subs	89,600	4,073	8,145	8,145	8,145	8,145	8,145	8,145	8,145	8,145	8,145	8,145	4,073
	<b>2,834,128</b>	<b>128,824</b>	<b>257,648</b>	<b>128,824</b>									
<b>Tutoring</b>													
	<b>47,434</b>	<b>2,156</b>	<b>4,312</b>	<b>2,156</b>									
<b>Stipends</b>													
	<b>16,236</b>	<b>738</b>	<b>1,476</b>	<b>738</b>									
<b>Bonus Pool for Schoolwide Incentives</b>													
	<b>81,780</b>	<b>6,815</b>											
<b>Benefits (Health, Dental, etc)</b>													
Instructional Staff	200,033	9,092	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	9,092
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	27,277	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273
Food Services Staff	3,031	138	276	276	276	276	276	276	276	276	276	276	138
Before & Aftercare Staff	3,031	138	276	276	276	276	276	276	276	276	276	276	138
	<b>236,403</b>	<b>19,700</b>											
<b>Workers Compensation</b>													
Instructional Staff	30,988	1,409	2,817	2,817	2,817	2,817	2,817	2,817	2,817	2,817	2,817	2,817	1,409
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	3,999	182	364	364	364	364	364	364	364	364	364	364	182
Food Services Staff	530	24	48	48	48	48	48	48	48	48	48	48	24
Before & Aftercare Staff	513	23	47	47	47	47	47	47	47	47	47	47	23
	<b>36,536</b>	<b>3,045</b>											
<b>Payroll Taxes (FICA, Med, State/Fed Unempl)</b>													
Instructional Staff	253,860	11,539	23,078	23,078	23,078	23,078	23,078	23,078	23,078	23,078	23,078	23,078	11,539
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	32,761	2,730	2,730	2,730	2,730	2,730	2,730	2,730	2,730	2,730	2,730	2,730	2,730
Food Services Staff	4,338	197	394	394	394	394	394	394	394	394	394	394	197

Mevers Berkeley School of Excellence  
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**Mevers Berkeley School of Excellence**  
**Monthly Cash Flow Projection**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Before & Aftercare Staff	4,205	191	382	382	382	382	382	382	382	382	382	382	191
	<b>299,315</b>	<b>24,943</b>	<b>24,943</b>	<b>24,943</b>	<b>24,943</b>	<b>24,943</b>	<b>24,943</b>	<b>24,943</b>	<b>24,943</b>	<b>24,943</b>	<b>24,943</b>	<b>24,943</b>	<b>24,943</b>
<b>Professional Services</b>													
Legal Fees	5,306	442	442	442	442	442	442	442	442	442	442	442	442
Accounting Services - Independent Audit	16,236												16,236
Fee for Support Center Services	850,767	70,897	70,897	70,897	70,897	70,897	70,897	70,897	70,897	70,897	70,897	70,897	70,897
Outside Staff Development Consulting Fees	16,236	16,236											16,236
Temporary Agency Fees	3,247	271	271	271	271	271	271	271	271	271	271	271	271
Computer Service Fees	112,482	9,374	9,374	9,374	9,374	9,374	9,374	9,374	9,374	9,374	9,374	9,374	9,374
Fee to District	163,561	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630	13,630
Professional Fees - Other	1,040	87	87	87	87	87	87	87	87	87	87	87	87
Staff Recruitment	-												-
	<b>1,181,376</b>	<b>117,187</b>	<b>94,700</b>	<b>117,187</b>									
<b>Vendor Services</b>													
Contracted Pupil Transportation	58,451	2,657	5,314	5,314	5,314	5,314	5,314	5,314	5,314	5,314	5,314	5,314	2,657
Extra-Curricular Activity Events & Transportation	5,412	246	492	492	492	492	492	492	492	492	492	492	246
Contracted Food Service	175,750	7,989	15,977	15,977	15,977	15,977	15,977	15,977	15,977	15,977	15,977	15,977	7,989
Background / Finger Printing	541	25	49	49	49	49	49	49	49	49	49	49	25
Drug Testing Fees	541	25	49	49	49	49	49	49	49	49	49	49	25
Licenses & Permits	1,082	49	98	98	98	98	98	98	98	98	98	98	49
Bank Service Fees	3,789	316	316	316	316	316	316	316	316	316	316	316	316
Contracted Special ED non-instruction	2,165	98	197	197	197	197	197	197	197	197	197	197	98
Contracted Custodial Services	178,471	14,873	14,873	14,873	14,873	14,873	14,873	14,873	14,873	14,873	14,873	14,873	14,873
Contracted Security	1,299	108	108	108	108	108	108	108	108	108	108	108	108
	<b>427,502</b>	<b>26,385</b>	<b>37,473</b>	<b>26,385</b>									
<b>Administrative Expenses</b>													
Travel/Auto	5,412	451	451	451	451	451	451	451	451	451	451	451	451
Airfare	5,412	451	451	451	451	451	451	451	451	451	451	451	451
Meals	2,165	180	180	180	180	180	180	180	180	180	180	180	180
Lodging	3,247	271	271	271	271	271	271	271	271	271	271	271	271
Business Expense - Other	1,082	90	90	90	90	90	90	90	90	90	90	90	90
Dues & Subscriptions	5,412	451	451	451	451	451	451	451	451	451	451	451	451
Printing	5,412	2,706											2,706
Office Supplies	14,327	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194
Medical Supplies	1,299	108	108	108	108	108	108	108	108	108	108	108	108
In-house Food Service - Cost of Food	3,975	181	361	361	361	361	361	361	361	361	361	361	181
Bad Debt Expense	-												-
	<b>49,043</b>	<b>6,142</b>	<b>3,676</b>	<b>6,142</b>									
<b>Instruction Expense</b>													
Textbooks & Reference Books	102,249	8,521	8,521	8,521	8,521	8,521	8,521	8,521	8,521	8,521	8,521	8,521	8,521
Consumable Instructional (Student)	123,938	10,328	10,328	10,328	10,328	10,328	10,328	10,328	10,328	10,328	10,328	10,328	10,328
Consumable Instructional (Teacher)	17,860	3,572	1,299	1,299	1,299	1,299	1,299	1,299	1,299	1,299	1,299	1,299	1,299
Instructional Licenses	32,473	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706
Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	18,591	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549
Contracted SPED Instruction	93,360	4,244	8,487	8,487	8,487	8,487	8,487	8,487	8,487	8,487	8,487	8,487	4,244
	<b>393,471</b>	<b>31,337</b>	<b>33,307</b>	<b>29,064</b>									
<b>Other Operating Expenses</b>													
Telephone & Internet	54,122	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510
Postage	3,247	812	221	221	221	221	221	221	221	221	221	221	221
Express Mail	541	135	37	37	37	37	37	37	37	37	37	37	37
Electricity	141,290	6,422	12,845	12,845	12,845	12,845	12,845	12,845	12,845	12,845	12,845	12,845	6,422
Water & Sewer	20,822	1,735	1,735	1,735	1,735	1,735	1,735	1,735	1,735	1,735	1,735	1,735	1,735
Waste Disposal	33,463	2,789	2,789	2,789	2,789	2,789	2,789	2,789	2,789	2,789	2,789	2,789	2,789
Pest Control	2,165	180	180	180	180	180	180	180	180	180	180	180	180
Maintenance & Cleaning Supplies	22,309	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859
Building Repairs & Maintenance	141,290	11,774	11,774	11,774	11,774	11,774	11,774	11,774	11,774	11,774	11,774	11,774	11,774
Software Licensing Fees	-												-
Miscellaneous Expenses	1,000	83	83	83	83	83	83	83	83	83	83	83	83
	<b>423,496</b>	<b>30,571</b>	<b>36,304</b>	<b>29,882</b>									
<b>Fixed Expense</b>													
Rent	850,767	70,897	70,897	70,897	70,897	70,897	70,897	70,897	70,897	70,897	70,897	70,897	70,897
Office Equipment - Leasing Expense	21,649	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804
Professional Liability & Property Insurance	58,269	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856	4,856
	<b>930,684</b>	<b>77,557</b>	<b>77,557</b>	<b>77,557</b>	<b>77,557</b>	<b>77,557</b>	<b>77,557</b>	<b>77,557</b>	<b>77,557</b>	<b>77,557</b>	<b>77,557</b>	<b>77,557</b>	<b>77,557</b>

Mevers Berkeley School of Excellence  
Mevers Berkeley School of Excellence  
Inc Stmt Yr 5 (Monthly)

Mevers Berkeley School of Excellence  
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>EXPENSES less Payroll</b>	<b>3,405,573</b>	289,178	283,018	283,018	283,018	283,018	283,018	283,018	283,018	283,018	283,018	283,018	286,216
<b>TOTAL OPERATING EXPENSES</b>	<b>7,524,470</b>	511,630	650,417	650,417	650,417	650,417	650,417	650,417	650,417	650,417	650,417	650,417	508,668
<b>CAPITAL EXPENSES</b>													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	99,870	24,968	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	24,968
FF&E	25,000	6,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	6,250
Building	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL CAPITAL EXPENDITURES</b>	<b>136,470</b>	<b>34,118</b>	<b>6,824</b>	<b>6,824</b>	<b>6,824</b>	<b>6,824</b>	<b>34,118</b>						
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (Principle)	276,741	23,062	23,062	23,062	23,062	23,062	23,062	23,062	23,062	23,062	23,062	23,062	23,062
Repayment of Long-Term Debt (Interest)	8,249	687	687	687	687	687	687	687	687	687	687	687	687
<b>SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE</b>	<b>561,739</b>	126,989	30,480	30,480	30,480	30,480	30,480	30,480	30,480	30,480	30,480	30,480	129,951
<b>Cash Flow - Cumulative Surplus/(Deficit)</b>		<b>788,447</b>	<b>818,927</b>	<b>849,407</b>	<b>879,887</b>	<b>910,366</b>	<b>940,846</b>	<b>971,326</b>	<b>1,001,806</b>	<b>1,032,286</b>	<b>1,062,766</b>	<b>1,093,246</b>	<b>1,223,197</b>

Appendix U  
Ten-Year Budget  
Plan

**Mevers Berkeley School of Excellence**  
 Consolidated Financial Statement

<b>Mevers Berkeley School of Excellence</b>	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<i>Total Number of Students Enrolled</i>	661	903	1,076	1,099	1,145	1,145	1,145	1,145	1,145	1,145
<i>Forecasted Average FTE per Student</i>	6,604	6,732	6,868	7,005	7,142	7,285	7,431	7,580	7,731	7,886
<b>REVENUE:</b>										
State Capitation / Student	4,364,942	6,079,289	7,390,465	7,698,486	8,178,027	8,341,588	8,508,419	8,678,588	8,852,160	9,029,203
Grants	201,000	161,000	-	-	-	-	-	-	-	-
Fundraising & Contributions	100,000	-	-	-	-	-	-	-	-	-
Before & Aftercare Revenue	85,536	119,267	144,874	150,980	160,546	163,757	167,032	170,373	173,781	177,256
Food Services	90,184	125,665	152,736	159,121	169,096	172,478	175,928	179,446	183,035	186,696
<b>TOTAL REVENUE</b>	<b>4,841,662</b>	<b>6,485,221</b>	<b>7,688,075</b>	<b>8,008,587</b>	<b>8,507,670</b>	<b>8,677,823</b>	<b>8,851,380</b>	<b>9,028,407</b>	<b>9,208,975</b>	<b>9,393,155</b>
<b>EXPENSES:</b>										
Compensation & Benefits	2,516,724	3,411,773	3,802,800	3,928,550	4,118,898	4,201,276	4,285,301	4,371,007	4,458,427	4,547,596
Professional Services	394,059	334,504	331,248	314,697	330,609	337,221	343,966	350,845	357,862	365,019
Fee for Support Center Services	242,083	332,311	768,807	800,859	850,767	867,782	885,138	902,841	920,898	939,315
Vendor Services	326,312	367,842	400,722	412,197	427,502	436,052	444,773	453,668	462,742	471,997
Administrative Expenses	43,738	45,414	46,902	47,921	49,043	50,024	51,024	52,045	53,086	54,147
Instruction Expense	363,540	293,553	315,887	379,211	393,471	401,341	409,368	417,555	425,906	434,424
Other Operating Expenses	391,321	399,127	407,090	415,212	423,496	431,966	440,605	449,417	458,406	467,574
Fixed Expense	64,180	70,386	75,383	77,377	79,917	81,516	83,146	84,809	86,505	88,235
Rent Expense	338,916	583,670	768,807	800,859	850,767	867,782	885,138	902,841	920,898	939,315
<b>TOTAL OPERATING EXPENSES</b>	<b>4,680,875</b>	<b>5,838,579</b>	<b>6,917,647</b>	<b>7,176,883</b>	<b>7,524,470</b>	<b>7,674,960</b>	<b>7,828,459</b>	<b>7,985,028</b>	<b>8,144,729</b>	<b>8,307,623</b>
<b>Operating Surplus / (Loss)</b>	<b>160,787</b>	<b>646,642</b>	<b>770,428</b>	<b>831,704</b>	<b>983,200</b>	<b>1,002,864</b>	<b>1,022,921</b>	<b>1,043,379</b>	<b>1,064,247</b>	<b>1,085,532</b>
Capital Expenditures	1,023,195	338,582	247,734	245,578	136,470	139,200	141,984	144,823	147,720	150,674
Proceeds from Long Term Debt	1,023,195	-	-	-	-	-	-	-	-	-
Payments of Long Term Debt	61,237	284,990	284,990	284,990	284,990	-	-	-	-	-
<b>NET CHANGE IN FUND BALANCE</b>	<b>99,550</b>	<b>23,069</b>	<b>237,703</b>	<b>301,136</b>	<b>561,739</b>	<b>863,664</b>	<b>880,937</b>	<b>898,556</b>	<b>916,527</b>	<b>934,858</b>
<b>CUMULATIVE FUND BALANCE</b>	<b>99,550</b>	<b>122,619</b>	<b>360,322</b>	<b>661,458</b>	<b>1,223,197</b>	<b>2,086,861</b>	<b>2,967,798</b>	<b>3,866,354</b>	<b>4,782,881</b>	<b>5,717,739</b>

Appendix W  
Documentation of  
Soft Funds



The "Sonny Meyers" Foundation

To whom it may concern:

It has been the vision of Sonny Meyers, a lifelong resident of Charleston, to start a school that would prepare students for college and careers. Mr. Meyers attended such a school in Charleston many years ago which no longer exists. His educational experience provided him with the tools necessary to build a successful career as a contractor. Once he started his own company he found it challenging to find quality employees to fill entry-level positions within the community and an even greater challenge to find quality employees that could step into some of the leadership and technical jobs that he needed to fill. After retirement, Mr. Meyers formed the Sonny Meyers Foundation and has given much back to his community throughout the years. He has a desire to start a school that would allow students to obtain the knowledge and skills needed to be leaders and professionals and to keep up with the advanced technologies in all types of businesses and industries for future generations.

For the above reasons, The Sonny Meyers Foundation makes a commitment of \$100,000.00 for the development of the Meyers Berkeley Charter School of Excellence.

Sincerely,

A handwritten signature in blue ink that reads "Roy E. Meyers". The signature is written in a cursive style.

Roy E Meyers  
President

Appendix Y  
Workers Compensation  
Insurance Description  
and Amounts



December 3, 2015

Dr. Minnie Newman  
Mevers Berkeley School of Excellence

RE: Charter Schools USA – South Carolina

We have prepared an estimate cost of the insurance portfolio for your proposed charter school. The premiums listed below are just an estimate; the insurance carriers will require a full underwriting submission to calculate the accurate premiums. I feel confident that the summary below fulfills the requirements requested.

All insurance carriers are licensed by the State of South Carolina and are rated at least A by AM Best.

**Required Coverages:**

**Workers Compensation:**

- Workers Compensation and Employers Liability  
Premium is based on Total Remuneration of \$2,819,590 (subject to annual audit)  
\$29,173 Estimated Premium

These are non-binding estimates of insurance which have been based on hypothetical exposures. The insurance carriers would require a full submission with all underwriting information including actual exposures.

Should you have any questions or comments, please do not hesitate to give me a call. My direct number is 727-796-6294.

Thank you  
Arthur J. Gallagher & Co,

*Anna M. Costa*

Anna M. Costa, CPCU  
Client Service Executive

AMC/-

**Workers Compensation**

Year 1

	Code	8810	8868	9101	9015	Premium
2,810,590	Wages	152,666	2,570,085	39,557	48,282	
	Rate	0.37	0.87	7.08	7.14	
	Premium	\$565	\$22,360	\$2,801	\$3,447	\$29,173

Year 2

	Code	8810	8868	9101	9015	Premium
3,119,754	Wages	169,459	2,852,794	43,908	53,593	
	Rate	0.37	0.87	7.08	7.14	
	Premium	\$627	\$24,819	\$3,109	\$3,827	\$32,382

Year 3

	Code	8810	8868	9101	9015	Premium
3,525,323	Wages	191,489	3,223,658	49,616	60,560	
	Rate	0.37	0.87	7.08	7.14	
	Premium	\$709	\$28,046	\$3,513	\$4,324	\$36,591

Year 4

	Code	8810	8868	9101	9015	Premium
4,054,121	Wages	220,212	3,707,206	57,059	69,644	
	Rate	0.37	0.87	7.08	7.14	
	Premium	\$815	\$32,253	\$4,040	\$4,973	\$42,080

Year 5

	Code	8810	8868	9101	9015	Premium
4,702,781	Wages	255,446	4,300,359	66,188	80,787	
	Rate	0.37	0.87	7.08	7.14	
	Premium	814.7855	32252.6944	4,039.76	4,972.59	\$42,080

Appendix Z  
Applicable Insurance  
Documentation



December 3, 2015

Dr. Minnie Newman  
Mevers Berkeley School of Excellence

RE: Charter Schools USA – South Carolina

We have prepared an estimate cost of the insurance portfolio for South Carolina. The premiums listed below are just an estimate; the insurance carriers will require a full underwriting submission to calculate the accurate premiums. I feel confident that the summary below fulfills the requirements requested.

All insurance carriers are licensed by the State of South Carolina and are rated at least A by AM Best.

**Required Coverages:**

**Commercial General Liability:**

- Liability insurance limits of \$1,000,000 each occurrence / \$2,000,000 aggregate as requested. The liability policy includes the following:
- Premises and Operations
- Products / Completed Operations Liability
- Independent Contractors (unless the independent contractor has their own insurance)
- Aggregate Limits per location
- Separation of Insureds
- Defense and Contractual Liability
- Medical Payment \$15,000 per person

The premium is based on number of Student & Staff Members  
661 Students and 60 Staff Members  
\$7,748 Estimated Premium.

The above limit meets or exceeds the limit limits required by the South Carolina Tort Claims Act (S.C. Code Ann. 15-78-120 (Supp.2013))

**Educators Legal Liability (Errors & Omissions):**

- \$1,000,000 per claim.  
\$1,200 Estimated Premium

**Property Insurance and Boiler and Machinery:**

- The Property Insurance will be written for the full appraised value and or replacement cost of the building and contents of the property. Coverage includes Boiler & Machinery coverage. Coverage will be written using the Special Perils (Broadest form available), excluding flood and earthquake.
- The premium is based on total insured values – a blanket limit for building, personal property and business income including extra expense. We are using an estimated total insured value of \$11,000,000 Construction of building fire resistive, 2 stories, and 68,700 square feet.  
\$31,000 Estimated Premium

**Employee Dishonesty: (Fidelity Bond)**

This insurance protects the employer from financial loss due to the fraudulent activities of an employee or group of employees. The loss can be the result of the employee's theft of money, securities or other property of the employer

- Employee Dishonesty coverage - \$250,000  
\$700 Estimated Premium

**Directors & Officers Liability (Management Liability)**

Personal liability insurance that provides general cover to a firm's directors and senior executives. Paid usually by the firm, it reimburses (in part or in full) the costs resulting from law suits and judgments arising out of poor management decisions, employee dismissals, shareholder grievances, and other such acts committed in good faith.. This includes any entity or organization that authorizes the Organization to operate as a charter school pursuant to the applicable state law governing charter schools.

- Limit - \$1,000,000 includes Employment Practices Liability  
\$3,600 Estimated Premium

**Automobile Liability:**

- Automobile liability for a limit \$1,000,000 per occurrence
- Premium is based on Hired and Non Owned Automobile Liability Only  
\$5.00 Estimated Premium

**Other Types of Insurance(s):**

**Student Accident Insurance:**

This includes Basic Student Accident - \$25,000 per Injury and \$5,000,000 per injury for Catastrophic Claims.

- Premium is based on number of enrolled students and grades attended.  
Premium is based on 661 Students attending grades K-8  
\$2,512 Estimated Premium

**Excess Liability:**

- Limit of Liability - \$50,000,000 schedule of underlying coverages are:
  - General Liability
  - Business Auto Liability
  - Abuse / Molestation
  - Employee Benefits Liability
  - Educators Legal Liability
  - Insured Person and Organization (Management Liability, Directors & Officers Liability, Employment Practices Liability)
  - Employers Liability
  
- Premium is based on number of enrolled students and grades attended.  
\$2,466 Estimated Premium

These are non-binding estimates of insurance which have been based on hypothetical exposures. The insurance carriers would require a full submission with all underwriting information including actual exposures.

Should you have any questions or comments, please do not hesitate to give me a call. My direct number is 727-796-6294.

Thank you  
Arthur J. Gallagher & Co,

*Anna M. Costa*

Anna M. Costa, CPCU  
Client Service Executive

AMC/-

**Property (including Boiler & Machinery)**

	TIV	Building information	Premium
Year 1	\$11M	Fire Resistive, 2 stories 68,700 sq ft	\$31,000
Year 2	\$11M		\$34,100
Year 3	\$11M		\$37,510
Year 4	\$11M		\$41,261
Year 5	\$11M		\$45,387

**Employee Dishonesty**

	Limit	Premium
Year 1	\$250,000	\$700
Year 2	\$250,000	\$725
Year 3	\$250,000	\$750
Year 4	\$250,000	\$800
Year 5	\$250,000	\$825

**Student Accident**

			Premium
Year 1	661	3.8	\$2,512
Year 2	903	4.18	\$3,775
Year 3	1076	4.60	\$4,947
Year 4	1099	5.06	\$5,559
Year 5	1145	5.56	\$6,370

**Excess Liability \$50M**

			Premium
Year 1	661	3.73	\$2,466
Year 2	903	3.73	\$3,368
Year 3	1076	3.73	\$4,013
Year 4	1099	3.73	\$4,099
Year 5	1145	3.73	\$4,271

**Auto Hired & Non Owned Liab Only**

Year 1	5.00
Year 2	5.00
Year 3	5.00
Year 4	5.00
Year 5	5.00

South Carolina

**General Liability**

	Students	Staff	Total	Rate	Premium
Y1	661	60	721	12.41	\$8,948
Y2	903	81	984	13.65	\$13,433
Y3	1076	90	1166	15.02	\$17,509
Y4	1099	91	1190	16.52	\$19,656
Y5	1145	94	1239	18.17	\$22,512

**Management Liability**

	Premium
Year 1	\$3,600
Year 2	\$3,780
Year 3	\$3,969
Year 4	\$4,167
Year 5	\$4,376

\$1M liability

Appendix FF  
Proposed EMO  
Contract

## MANAGEMENT AGREEMENT

**THIS MANAGEMENT AGREEMENT** is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, 2016, by and between Charter Schools USA at Berkeley, LLC (“CSUSA”), and Berkeley Charter Education Association, Inc., doing business as Mevers Berkeley School of Excellence, a South Carolina non-profit corporation (the “Charter School”).

### RECITALS

**WHEREAS**, the Charter School has an approved charter application (the “Charter Application”) for the operation of Mevers Berkeley School of Excellence located at \_\_\_\_\_ to The South Carolina Public Charter School District (the “Sponsor”) to operate a public charter school; and

**WHEREAS**, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

**WHEREAS**, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

**WHEREAS**, the Charter School wishes to hire CSUSA, and CSUSA wishes to be hired by Charter School to manage and operate the Charter School upon the terms and conditions set forth herein; and

**NOW, THEREFORE**, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

### ARTICLE I CONTRACTING RELATIONSHIP

**A. Authority.** The Charter School represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Charter School further represents that it has a Charter Application which has been approved by the Sponsor to organize and operate a public charter school. The Charter School either has already or will enter into a charter contract with the Sponsor (the “Charter Contract”). The Charter School is therefore authorized by the Charter Application, Charter Contract and the Sponsor to supervise and control such charter school, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

**B. Agreement.** The Charter School hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day

schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School's Board of Directors (the "Board") and included in the Charter Contract between the Charter School and the Sponsor. CSUSA's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being CSUSA's responsibility shall remain the Board's sole responsibility.

**C. Designation of Agents.** The Board designates the employees of CSUSA as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes CSUSA to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

**D. Status of the Parties.** CSUSA at Berkeley is a South Carolina limited liability company, and is not a division or a part of the Charter School. The Charter School is a South Carolina non-profit corporation or a Limited Liability Corporation with 501(c) (3) IRS designation (pending) authorized by the Charter Contract, and is not a division or part of CSUSA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in this Agreement, no agent or employee of CSUSA shall be deemed to be the agent or employee of the Charter School. CSUSA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CSUSA and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between CSUSA and the Charter School.

## **ARTICLE II TERM**

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. After the initial term, then the term of the Agreement shall be extended (i) to the extent CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

## **ARTICLE III**

## FUNCTIONS OF CSUSA

**A. Responsibility.** CSUSA shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. CSUSA's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither CSUSA nor the Charter School shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget. There is nothing in the Agreement which shall delegate the ultimate authority of the Charter School.

**B. Educational Program.** CSUSA agrees to implement the Educational Program. In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the Educational Program are their flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and CSUSA are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, CSUSA will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

**C. Specific Functions.** CSUSA shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School;
2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the school;
4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are

from time to time developed by CSUSA and as approved or requested by the Charter School;

5. Management of the business administration of the Charter School;
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and;
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

**D. Purchases.** Purchases made by CSUSA on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. CSUSA shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Charter School. CSUSA's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

**E. Subcontracts.** CSUSA shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board. CSUSA reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School.

**F. Place of performance.** CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

**G. Ongoing Student Recruitment.** CSUSA shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter School. Students shall be selected in accordance with the procedures set forth in the charter Contract and in compliance with applicable laws. CSUSA shall present a plan to the Charter School to solicit and recruit enrolment of students by various means, which may include but shall not be limited to the following: paid and unpaid media

advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.

**H. Due Process Hearings.** CSUSA shall, at the Board's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Charter School's own obligations, and if necessary retain counsel on behalf of the School. The Board shall retain the right to provide due process as required by law.

**I. Legal Requirements.** CSUSA shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

**J. Rules and Procedures.** CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

**K. School Year and School Day.** The school year and the school day shall be as required by law and as determined annually by the Board.

**L. Pupil Performance Standards and Evaluation.** CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

**M. Services to Disabled Students and Special Education.** CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and CSUSA mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

**N. Contract between the Charter School and the Sponsor.** CSUSA will not act in a manner that will cause the Charter School to be in breach of its Charter Contract with the Sponsor.

**O. Unusual Events.** CSUSA agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Charter School in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

**P. Student and Financial Records.** All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

**Q. Charter School Records/Proprietary.** The financial, educational and student records pertaining to the Charter School are Charter School property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.

**R. CSUSA Performance Goals.**

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and
- c) Such performance goals contained within the Charter Contract and the Charter Application

**S. Educational and Other Services.** Upon Board approval, CSUSA shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools as well as school development services which may be provided by CSUSA, its affiliates or third party entity.

#### **ARTICLE IV OBLIGATIONS OF THE BOARD**

**A. Good Faith Obligation.** The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA's ability in implementing the school design as set forth in the Charter Application, CSUSA shall have the option of terminating this Agreement.

**B. Assistance to CSUSA.** The Charter School shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.

**C. Unusual Events.** The Charter School agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.

**D. Retained Authority.** The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.

**E. Food Service.** The Charter School shall be managed, operated and administered by or shall otherwise provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

## **ARTICLE V FINANCIAL ARRANGEMENTS**

**A. Revenues.** Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and CSUSA. The signatories on the account shall only be the Board members or designated CSUSA employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to special education students in the Charter School.
3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the

Charter School that is directly allocable to At-Risk students in the Charter School.

5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School startup funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Charter School (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the "Revenues").

The Board may advance funds to CSUSA for the fees or expenses associated with the Charter School's operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by CSUSA in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA's option, deposit funds into the Charter School Operating Accounting ("Operating Advances"). Operating Advances can only be made in accordance with the approved Annual Budget. The Charter School shall reimburse CSUSA all Operating Advances, together with interest earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

**B. Budget.** CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board.

CSUSA shall prepare and submit to the Charter School for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal

and replacement of the School Facility or portions thereof. CSUSA shall obtain approval from the Charter School to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of funding per year for both the reserve and fund balance.

(i) CSUSA shall submit to the Charter School for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before May 31st of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Charter School a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Charter School must notify the CSUSA in writing that it approves the Annual Budget within thirty days of submission by CSUSA, which approval shall not be unreasonably withheld or delayed. If the Charter School does not approve the Annual Budget, the Charter School shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Charter School does not approve the Annual Budget within thirty days of submission by CSUSA, Charter School shall be deemed to approve the Annual Budget. CSUSA and the Charter School acknowledge that a Final Budget shall be completed no later than June 30.

(iii) CSUSA may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. CSUSA shall report any changes upon which the Annual Budget was based within fifteen days after CSUSA becomes aware of any such change.

(iv) CSUSA shall operate and manage the Charter School according to its Annual Budget.

(v) CSUSA shall use reasonable efforts to operate the Charter School within its Annual Budget.

**C. Fee.** As and for compensation for its services, CSUSA shall be entitled to an amount not to exceed 15% of "Revenues." Said amount shall be determined by the Governing Board and set forth within the Governing Board's approved Annual Budget.

**D. Availability of Funds.** CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

**E. Financial Reporting.** CSUSA shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.

2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Quarterly financial statements by the 30<sup>th</sup> day of the following month, including a balance sheet, statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

**G. Access to Records.** CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all of the said records for a period of time as may be required by the Charter Contract. CSUSA and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

**H. Review of Operational Budget.** The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by CSUSA.

**I. Annual Audit.** The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Charter School's independent auditor.

**J. Start-up Operating Losses.** With Charter School approval, CSUSA may, in its sole discretion, provide funds for operating losses for the Charter School during the startup period. CSUSA advances shall be budgeted and shall be in amounts acceptable to CSUSA. CSUSA shall be reimbursed from the Revenues as and when funds are available.

**K. Marketing.** Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School.

## **ARTICLE VI PERSONNEL & TRAINING**

**A. Personnel Responsibility.** CSUSA shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of CSUSA, unless otherwise agreed by CSUSA and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees

will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

**B. School Administrator.** The accountability of CSUSA to the Charter School is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall consult with the Board with respect to the hiring of the School Administrator, and CSUSA shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

**C. Teachers.** CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

**D. Support Staff.** CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA.

**E. Training.** CSUSA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

**F. Limitations on Discretion.** All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

## **ARTICLE VII DEFAULT**

**A. Default.** An event of default (“Event of Default”) by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain undismissed for more than sixty (60) days.
4. If CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.
5. If CSUSA materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School’s operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has been made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) if the health, safety, or welfare of the students is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by CSUSA, and (vii) the revocation by the sponsor of the Charter Contract solely as the direct result of an act or failure to act CSUSA. In the event of a material breach, CSUSA shall have (60) days after receipt of written notice to remedy said breach.

**B. Remedies.** Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either

party prior to the end of this Agreement's term, CSUSA may, for a fee reasonably acceptable to CSUSA, provide the Charter School reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non-proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement;
- Transferring and/or assigning to the Charter School all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at CSUSA's option, assignment of contracts for Personnel.

## **ARTICLE VIII INDEMNIFICATION**

Each party to this Agreement does hereby indemnify and hold harmless the other, and the Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

## **ARTICLE IX INSURANCE**

**A. Insurance Coverage.** Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

**B. Workers' Compensation Insurance.** Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

## **ARTICLE X WARRANTIES AND REPRESENTATIONS**

**A. Charter School Warranties and Representations.** The Charter School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

**B. CSUSA Warranties and Representations.** CSUSA at Berkeley warrants and represents that it is a limited liability company authorized to conduct business in the State of South Carolina. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Charter School agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

**C. Mutual Warranties.** The Charter School and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

## **ARTICLE XI MISCELLANEOUS**

**A. Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and CSUSA.

**B. Force Majeure.** Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

**C. State Governing Law/Waiver of Jury Trial.** The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of South Carolina, and subject to venue in Berkeley County. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Charter School against the other.

**D. Agreement in Entirety.** This Agreement constitutes the entire agreement of the parties.

**E. Official Notices.** All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Charter School shall be sent to the current address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:

**Charter School:**

Berkeley Charter Education Association, Inc.  
17 E Battery Street  
Charleston, SC 29401

with a copy to:

Name \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_  
Phone \_\_\_\_\_

**CSUSA:**

Chairman, Chief Executive Officer  
800 Corporate Drive #124  
Ft. Lauderdale, FL 33334  
Phone: 954-202-3500  
Fax: 954-202-2047

with a copy to:

Tripp Scott, P.A.  
Attn: Edward J. Pozzuoli  
110 S.E. Sixth Street, 15th Floor  
Fort Lauderdale, FL 33301  
Phone: 954-525-7500  
Fax: 954-761-8475

**F. Assignment.** Either party may assign this Agreement with the written consent of the other.

**G. Amendment.** This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President or Chairman of the Board and the CEO of CSUSA.

**H. Waiver.** No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

**I. Cost and Expenses.** If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

**J. Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to CSUSA powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

**K. Compliance with Law.** The parties to this Agreement agree to comply with all applicable laws and regulations.

**L. Compliance with Charter Contract.** The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

**SIGNATURE PAGE TO FOLLOW**

Appendix GG  
Copy of EMO SC  
Business License

# *The State of South Carolina*



*Office of Secretary of State Mark Hammond*

## **Certificate of Authority**

**I, Mark Hammond, Secretary of State of South Carolina, Hereby Certify that:**

CHARTER SCHOOLS USA AT BERKELEY, LLC, a limited liability company duly organized under the laws of the State of FLORIDA, and issued a certificate of authority to transact business in South Carolina on January 25th, 2016, with a duration that is at will, has as of this date filed all reports due this office, paid all fees, taxes and penalties owed to the State, that the Secretary of State has not mailed notice to the company that it is subject to being dissolved by administrative action pursuant to S.C. Code Ann. §33-44-809, and that the company has not filed a certificate of cancellation as of the date hereof.

Given under my Hand and the Great Seal of the State of South Carolina this 25th day of January, 2016.

  
Mark Hammond, Secretary of State

Mevers Berkeley School of Excellence  
STATE OF SOUTH CAROLINA  
SECRETARY OF STATE

CERTIFIED TO BE A TRUE AND CORRECT COPY  
AS TAKEN FROM AND COMPARED WITH THE  
ORIGINAL ON FILE IN THIS OFFICE

APPLICATION FOR A CERTIFICATE OF AUTHORITY **JAN 25 2016**  
BY A FOREIGN LIMITED LIABILITY COMPANY  
TO TRANSACT BUSINESS IN SOUTH CAROLINA

*Mark Hammond*  
SECRETARY OF STATE OF SOUTH CAROLINA

TYPE OR PRINT CLEARLY WITH BLACK INK

The following Foreign Limited Liability Company applies for a Certificate of Authority to Transact Business in South Carolina in accordance with Section 33-44-1002 of the 1976 South Carolina Code of Laws, as amended.

1. The name of the foreign limited liability which complies with Section 33-44-1005 of the 1976 South Carolina Code as amended is CHARTER SCHOOLS USA AT BERKELEY, LLC

2. The name of the State or Country under whose law the company is organized is FLORIDA

3. The street address of the Limited Liability Company's principal office is  
800 CORPORATE DRIVE, SUITE 124  
Street Address  
FORT LAUDERDALE, FL 33334  
City State Zip Code

4. The address of the Limited Liability Company's current designated office in South Carolina is  
2 Office Park Court, Suite 103  
Street Address  
Columbia South Carolina 29223  
City State Zip Code

5. The street address of the Limited Liability Company's initial agent for service of process in South Carolina is  
2 Office Park Court, Suite 103  
Street Address  
Columbia South Carolina 29223  
City State Zip Code

and the name of the Limited Liability Company's agent for service of process at the address is

C T Corporation System  
Name

By: *Angel Nunez*  
Signature

**Angel Nunez**  
**Assistant Secretary**

6.  Check this box if the duration of the company is for a specified term, and if so, the period specified \_\_\_\_\_

160125-0165 FILED: 01/25/2016  
CHARTER SCHOOLS USA AT BERKELEY, LLC  
Filing Fee: \$110.00 ORIG



Mark Hammond

South Carolina Secretary of State

7.  Check this box if the company is manager-managed. If so, list the names and business addresses of each manager

a. \_\_\_\_\_  
Name  
\_\_\_\_\_  
Business Address  
\_\_\_\_\_  
City State Zip Code

b. \_\_\_\_\_  
Name  
\_\_\_\_\_  
Business Address  
\_\_\_\_\_  
City State Zip Code

8.  Check this box if one or more members of the foreign limited liability company are to be liable for the company's debt and obligation under a provision similar to Section 33-44-303(c) of the 1976 South Carolina Code of Laws, as amended.

*Charter Schools USA, Inc., Member*

Date JANUARY 19, 2016

By:   
Signature

Jonathan K. Hage, President of sole Member  
Name Capacity

**FILING INSTRUCTIONS**

1. This application must be accompanied by an original certificate of existence not more than 30 days old (or a record of similar import) authenticated by the Secretary of State or other official having custody of the Limited Liability Company records in the state or country under which it is organized.
2. File two copies of these articles, the original and either a duplicate original or a conformed copy.
3. If management of a limited liability company is vested in managers, a manager shall execute this form. If management of a limited liability company is reserved to the members, a member shall execute this form. Specify whether a member or manager is executing this form.
4. This form must be accompanied by the filing fee of \$110.00 payable to the Secretary of State.

Return to: Secretary of State  
1205 Pendleton Street, Suite 525  
Columbia, SC 29201

# *State of Florida*

## *Department of State*

I certify from the records of this office that CHARTER SCHOOLS USA AT BERKELEY, LLC is a limited liability company organized under the laws of the State of Florida, filed on January 8, 2016.

The document number of this limited liability company is L16000006520.

I further certify that said limited liability company has paid all fees due this office through December 31, 2016 and that its status is active.

*Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this  
the Twentieth day of January,  
2016*



*Ken DeJager*  
**Secretary of State**

Tracking Number: CU3503244711

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<https://services.sunbiz.org/Filings/CertificateOfStatus/CertificateAuthentication>

Appendix HH  
Copy of Employee  
Contract



[Date]

Dear [JobseekerName],

Charter Schools USA (CSUSA) is pleased to offer you employment for the 2017-2018 school year at [Company]. Your commitment to our students and providing each of them with a quality educational experience is commendable and we are excited to offer you a position on our team.

The offered position of [JobTitle] will begin on [StartDate], and is a 10 month salaried position\*\*. Your employment is contingent upon meeting the conditions for employment required by CSUSA and any federal, state, or local authority.

Your compensation is listed below. This compensation will be paid semi-monthly.

Annual Base Salary	\$
Verifiable Years of Teaching Experience	\$
Advance Degree/License Incentive	\$
*Total Annual Salary	[AnnualSalary]

***\*Payable in accordance with CSUSA’s payroll cycles. Annual salary will be prorated based on dates of service.***

It is your responsibility to ensure your credentials are up-to-date. Within 30 days of your hire date you must provide written proof of the following credentials:

- Verification of Teaching Experience Form (completed and notarized by previous school district); and
- Proof of Application for State of South Carolina Teaching Certification; or
- Copy of State of South Carolina Teaching Certification; and
- Official transcripts for your degree(s) from an accredited university; and
- Copies of your graduate and/or undergraduate diploma(s).

Failure to provide the required documentation within 30 days of your hire date may result in a temporary reduction in your salary until all documents are received.

In order to fully understand the job expectations and guidelines of our school operations, you must read the CSUSA Employee Handbook that can be found on the Student Information System (SIS) under the HR tab, within five days of your start date. By signing this offer letter you are acknowledging that you understand those guidelines and are subject to the provisions contained therein.

Please acknowledge your receipt of this offer letter by checking one of the options below, signing, and then returning the original letter to your Principal or Principal Designee no later than [ReturnLetterDate].

We look forward to an incredible school year where our students and their academic success is the priority of our entire team!

Sincerely,

[HiringManager] (Date)

[Hiring Manager Title]

Please indicate your intentions by initialing and signing below.

\_\_\_\_\_ I ACCEPT this at-will position.

\_\_\_\_\_ I DECLINE this at-will position.

\_\_\_\_\_  
[JobseekerName], Signature

\*By signing above I understand that my at-will employment is voluntary, which means I am free to resign at any time, with or without reason. I also understand that my employment may be terminated at any time within the school year, with or without notice or reason. This offer of employment may be delayed or withdrawn in the event there has been a material adverse change in circumstances surrounding the operation of [Company] including, but not limited to, natural disasters, changes in anticipated enrollment, construction delays, etc., or a change such as revocation, modification, reduction, or non-renewal of the federal grant funding the offered employment position herein. In the event of a material adverse change the above signee agrees and acknowledges that he/she will not make any claims for damages or compensation against CSUSA, [Company] or any other affiliated parties as a result of this offer being delayed or withdrawn.

Appendix II  
Copy of EMO  
Employee Policy  
Manual



# Employee Handbook

DRY



[www.CharterSchoolsUSA.com](http://www.CharterSchoolsUSA.com)



It takes a very special person to be a member of the Charter Schools USA team. When you become part of this family, you take on a commitment to change the world, one student at a time. Our culture has never been one where we punch a clock, do a job, collect a paycheck and go home. No, those who work here have a calling. It's deeply ingrained in each one of us. It's a passion for students and there isn't a single successful person in this organization who doesn't feel it.

We are part of something much bigger than ourselves. We are part of an educational reform movement that is constantly questioned and challenged, but we will never back down. We have all pledged to be great by choice. That means every single choice we make is a conscious decision to become better at what we do. Every day is a new challenge to exceed our own expectations, improve our processes and procedures, produce superior outcomes and make a difference.

On behalf of the entire executive team, I'd like to tell you how honored we are to have you as part of the CSUSA family. This is a very elite group of professionals that aims higher and goes the extra mile to overcome obstacles, help and respect each other, and ultimately be the catalyst that transforms K-12 education in America.

Thank you for your commitment to excellence and your dedication to creating an environment for success. We are making a difference in the lives of children every day. We are changing the way people think about education. We are destroying the notion that American students can't be successful.

We are great by choice. And we're not afraid to say it.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Hage". The signature is stylized and cursive.

Jonathan K. Hage

President & CEO Charter Schools USA

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# INTRODUCTION

## “PUTTING STUDENTS FIRST BY PUTTING PEOPLE FIRST”

At Charter Schools USA (“CSUSA” or the “Company”) our focus and commitment is “Putting Students First.” We recognize that in order to put students first we must support the professionals who guide and instruct our students and make a positive difference every day in the lives of young people. Therefore, we are committed to create a work environment that fosters a productive learning environment, an environment where teachers can teach, learners can learn and people will find meaning and satisfaction in their careers. CSUSA is a family of committed professionals striving to provide a high quality education to thousands of students. The policies and guidelines in this Handbook are designed to support our mission.

## The Charter Schools USA Choice

Founded in 1997, Charter Schools USA is one of the oldest, largest and fastest-growing education management companies in the United States. Recently, AdvancEd awarded CSUSA the first Southern Association of Colleges and Schools (SACS) district accreditation for an education management company. We successfully manage high performing private and municipal schools for pre-Kindergarten through grade 12. We assist corporations, government entities, developers and nonprofit agencies with all phases of school design, planning, development, financing, construction, operations and curricula. We’ve also been instrumental in pushing forward legislative processes that have furthered education reform to help all students gain a high quality education. While we are proud of our awards, we believe our greatest accomplishments are gaining a 95% plus satisfaction rate from parents and achieving “A” academic averages from the various Departments of Education in which our schools operate. At Charter Schools USA, we always put students first in every decision we make. That philosophy, along with a certified and dedicated staff has placed Charter Schools USA as a leader in education management nationally.

## ABOUT YOUR HANDBOOK

CSUSA is focused to provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the Handbook. It describes many of your responsibilities as an employee and outlines the programs developed by CSUSA to benefit employees. It is our desire to create a safe and meaningful work environment that is conducive to both personal and professional growth, to recognize individual contribution, and to make open, direct and personal communication a part of our organization.

Your Handbook summarizes CSUSA’s personnel policies and plans that are now in effect and controlling. It is intended only as a guideline and is certainly not all-inclusive. We welcome and encourage any suggestions you may have for improving your work environment and any aspect of our policies. CSUSA’s management specifically reserves the right to amend the policies contained herein at its sole discretion with or without notice to CSUSA employees. This Handbook contains rules, regulations and general information regarding CSUSA. Read your Handbook carefully. You will be required to electronically sign an “Employee Handbook” Acknowledgement. While you will receive an overview of the main points of the Handbook during orientation, you are expected to read and understand your Handbook in its entirety. Please ask your School Administrator/Department Manager for an explanation if you have any questions.

**Revisions, Additions and Confidentiality.** No employee handbook can anticipate every circumstance or question about a policy. As CSUSA continues to grow, the need may arise, and CSUSA reserves the right to revise, supplement, or rescind any policies or portion of the Handbook as CSUSA deems appropriate, at its sole and

absolute discretion. These provisions supersede all existing policies and practices. Some of the subjects described here are covered in detail in official policy or benefit documents.

You should request and refer to these other documents for specific information since this Handbook only briefly summarizes those benefits. Please note that the terms of the written insurance policies or benefit plan documents are controlling.

Please treat this Handbook and the information in it as confidential. No portion of this Handbook should be disclosed to others, except CSUSA employees and those affiliated with CSUSA whose knowledge of the information is required in the normal course of business.

### **EMPLOYMENT “AT WILL”**

Your employment with CSUSA is “at-will”, which means that you voluntarily entered into it and are free to resign “at will” at any time, with or without cause. Similarly, CSUSA may terminate the employment relationship “at will” at any time, with or without notice, cause or reason. Should you be employed within a state other than Florida, the laws of that state will be followed.

**NONE OF THE POLICIES OR GUIDELINES CONTAINED IN THIS EMPLOYEE HANDBOOK CREATES EITHER AN EXPRESS OR IMPLIED CONTRACT WITH REGARD TO THE SPECIFIC POLICIES CONTAINED IN THIS EMPLOYEE HANDBOOK. THIS EMPLOYEE HANDBOOK DOES NOT CREATE A CONTRACT OF EMPLOYMENT.**

No representative of CSUSA, other than the CEO, has any authority to enter into any employment agreement for any specified period of time. As a condition of employment, employees with access to sensitive company information are required to sign a non-compete and/or employment agreement as determined by CSUSA.

### **MISSION AND VISION**

We have developed a mission and vision to help us achieve our goals and uphold our values. This mission guides employees on how we do business and how to make decisions when faced with choices.

### **MISSION STATEMENT**

CSUSA designs, develops and operates high performing public schools with the following commitments:

- Unwavering dedication to student achievement
- Unyielding commitment to ethical and sound business practices
- Providing a choice for communities, parents, students, and professionals that foster educational excellence in America.

### **VISION STATEMENT**

We will be one of the premier education companies in the world. Our dominant brand and ability to drive student success will create unprecedented demand.

- Communities will petition us to develop a school in their area
- All of our schools will be fully enrolled with waiting lists
- Our superior capabilities will allow us to be a catalyst to spawn new synergistic business units and companies, which will continue to fuel our growth and geographic reach
- We will make a positive difference to millions of students worldwide.

### **VALUES**

#### **Purpose:**

- *Students* – A student centered organization
- *People* – Empowering people with courage, talent and vision
- Giving back and making a difference

### **Passion:**

- *High Standards* – Quality and professionalism
- *Learning* – Continual improvement and innovation

### **Integrity:**

- *Integrity* – Honesty, loyalty and personal accountability
- *Teamwork* – Partnership and fostering a respectful, family atmosphere

### **Grit:**

- *Fiscal Responsibility* – Building a sustainable, long-term investment in the future
- *Commitment* – A life of purposefulness to a greater cause
- *Accountability* – To disciplined processes and required outcomes

#### **OPEN COMMUNICATIONS & OPEN DOOR POLICY**

Our experience has shown that when employees deal openly and directly with School Administrators/ Department Managers, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that CSUSA amply demonstrates its commitment to employees by responding effectively to employee concerns.

#### **Problem Solving Procedure**

We realize that misunderstandings and differences of opinion sometimes develop in the daily work situation. Should a problem or concern arise, the following problem solving procedure will assist with its resolution:

- Discuss your problem or concern with your School Administrator/Department Manager, who will listen and investigate or make recommendations as to how your problem might be resolved. We encourage you to try to resolve such matters through open discussion with your School Administrator/Department Manager.
- If you are uncomfortable taking your concern to your School Administrator/Department Manager, or if they do not help you to your satisfaction, you can take your concern directly to the next level of management or to Employee Services.

By bringing any dissatisfaction or complaint of any nature out into the open, most problems can be improved, if not resolved. We will work to resolve problems in the best interest of both you and CSUSA.

#### **SUGGESTIONS**

If you have any suggestions or ideas that you feel would benefit CSUSA, we would encourage you to tell us about them. We are always looking for suggestions that improve methods, procedures, and working conditions; reduce costs, or errors, and benefit the Company and its employees.

#### **PUBLIC MEDIA POLICY**

It is the Policy of Charter Schools USA to communicate with the media in the following manner:

At the school level the employee who receives the call, or is visited in person by a member of the media, is to contact the principal's office immediately. At that time they will in turn refer the contact to our Public Relations Firm or Support Center.

At the Support Center location the employee who receives the call, or is visited in person by a member of the media, is to engage a member of the executive team.

Under NO circumstance should any employee give a statement, or answer questions to any member of the media, unless given permission and direction by an Executive Team Member or the Public Relations Firm. Media is defined as any broadcast system, i.e. Radio, Television, Newspaper, etc.

## EMPLOYMENT POLICIES AND PROGRAMS

### EQUAL OPPORTUNITY

CSUSA is an equal opportunity employer. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at CSUSA will be based on merit, qualifications, and abilities. CSUSA does not unlawfully discriminate in employment opportunities or practices on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, veteran status, disability, or any other characteristic protected by law. CSUSA will not unlawfully discriminate against any qualified employee or applicant on the basis of a physical or mental disability.

When opportunities for job advancement occur and persons who are already employed by the Company are qualified to fill such positions, the job posting and selection process shall allow all qualified employees to apply and be considered for the advancement opportunity.

If you witness or experience any form of discrimination, or if you have questions concerning this Policy, you should immediately notify your School Administrator/Department Manager or Employee Services. If you believe it would be inappropriate to discuss the matter with your supervisor with whom you work, you may bypass that individual and report it directly to the next higher level of management or Employee Services. Reports will be investigated, and appropriate corrective action will be taken. Complaints will be handled confidentially, except as necessary for investigation and resolution. This Policy prohibits retaliation, harassment or other adverse action being taken against you because of making a complaint of discrimination, assisting in an investigation, opposing discrimination, or otherwise exercising rights protected by law.

### NON DISCRIMINATION / HARASSMENT

CSUSA is committed to maintaining a work environment in which all individuals are treated with respect and dignity. In keeping with this commitment, we will not tolerate harassment of our employees by anyone, including supervisors, co-workers, vendors, or clients of the Company. Harassment in the workplace is prohibited, both in the workplace and off the premises, including at social activities conducted or sponsored by the Company. Employee Services has overall responsibility for this Policy and maintain reporting and monitoring procedures. Employees' questions or concerns should be referred to Employee Services. Appropriate disciplinary action may be taken against any employee willfully violating this Policy, up to and including termination of employment.

### HARASSMENT DEFINED

Harassment is defined as verbal, physical, or visual conduct which:

1. Denigrates or shows hostility or aversion toward an individual because of his/her protected status, or that of his/her relatives, friends or associates.
2. Has the purpose or effect of creating an intimidating, hostile or offensive working environment.
3. Has the purpose or effect of unreasonably interfering with an individual's work performance.
4. Otherwise adversely affects an individual's employment opportunities.

Prohibited harassment includes, but is not limited to, epithets, slurs, jokes, emails, negative stereotyping, threatening, intimidating, or hostile acts that relate to any protected status. Prohibited harassment also includes written or graphic material that is placed on walls, bulletin boards, or elsewhere on the premises, or circulated in the workplace. Harassment can consist of unwelcome conduct whether verbal, physical, or visual, that is based upon a person's protected status, such as gender, color, race, ancestry, religion, national origin, age, physical handicap, medical condition, disability, marital status, veteran status, citizenship status, or any protected personal characteristic. The Company will not tolerate prohibited or unlawful harassment.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on gender can constitute sexual harassment, particularly when:

- Submission to the conduct is an explicit or implicit term or condition of employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision.
- The conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment may include, but is not limited to the following:

- Repeated unwelcome requests for a romantic relationship
- Explicit sexual propositions, sexual innuendo, suggestive comments.
- Sexually oriented "kidding" or "teasing," "practical jokes," jokes about gender specific traits.
- Foul or obscene language or gestures.
- Display or circulation in the workplace of sexually suggestive objects or pictures (including through email).
- Physical contact, such as patting, pinching, or brushing against another's body.

CSUSA requires that all incidents of discrimination, harassment or retaliation be reported, regardless of the offender's identity or position. Individuals who believe they have witnessed or experienced conduct that they believe is contrary to the Company's Non-Discrimination/Harassment Policy or who have concerns about such matters should file their complaints with their immediate School Administrator/Department Manager, next level of management, or Employee Services. Individuals should not feel obligated to file their complaints with their School Administrator/Department Manager first before bringing the matter to the attention of one of the other Company's designated representatives.

#### **PROCEDURES FOR COMPLAINTS**

The Company's policy is to investigate all such complaints thoroughly and promptly. To the extent practicable, the Company will keep complaints and the terms of their resolution confidential. If an investigation confirms that a violation of Company policy has occurred, the Company will take corrective action, including such discipline up to and including immediate termination of employment as is appropriate.

CSUSA prohibits retaliation against any individual who makes a good-faith report of discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is in violation of

this Policy and, like harassment or discrimination itself, will be subject to disciplinary action up to and including termination.

All Company employees are responsible for helping to assure that we avoid harassment. If you feel that you have experienced or witnessed conduct contrary to this Policy you have an obligation to immediately take advantage of this complaint procedure. It is important to immediately report any complaint rather than let time slip by or let the situation escalate. The more timely the reporting the more effective Employee Services can be at resolving the situation.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. CSUSA expects any employee to promptly report complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

If an employee making a complaint does not agree with its resolution, the employee may appeal to the Company's Chief Academic Officer.

#### **AMERICANS WITH DISABILITIES ACT POLICY STATEMENT**

The Company is committed to complying with all applicable provisions of the Americans with Disabilities Act ("ADA"). It is the Company's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this Policy of nondiscrimination, the Company will provide reasonable accommodations to a qualified individual with a disability as defined by the ADA, who has made CSUSA aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the Company.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact Employee Services. CSUSA encourages individuals with disabilities to come forward and request reasonable accommodation.

**Procedure for Requesting an Accommodation.** On receipt of an accommodation request, Employee Services and/or your supervisor will meet with you to discuss and identify the precise limitations resulting from the disability and the potential accommodation that the Company might make to help overcome those limitations.

The ADA does not require the Company to make the best possible accommodation, to reallocate essential job functions, or to provide personal use items (i.e., eyeglasses, hearing aids, wheelchairs etc.).

An employee or job applicant who has questions regarding this Policy or believes that he or she has been discriminated against based on a disability should notify the Employee Services Department. All such inquiries or complaints will be treated as confidential to the extent permissible by law.

#### **APPLICANT REFERENCE AND BACKGROUND CHECKS**

To ensure that individuals who join CSUSA are well qualified and have a strong potential to be productive and successful, it is the policy of CSUSA to check the employment history, background, references and credentials of all applicants. As a condition of employment, and as part of the application of employment process, each

employee is required to sign an authorization for CSUSA to conduct such reference and background checks, as well as a release authorization. Examples of the checks include: driving records, criminal background, fingerprinting, certification checks, District Ethics Committee, etc.

**Providing References for Former Employees.** Only the Employee Services Department is authorized to respond to inquiries for reference checks for current or former CSUSA employees. Responses to such inquiries will be limited to employment verification (confirmation of job position and dates of employment.) CSUSA is not responsible for any personal or business reference made by an employee on behalf of CSUSA or regarding another employee.

### **IMMIGRATION LAW COMPLIANCE**

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification I-9 Form and present documentation establishing identity and employment eligibility. This Policy is in compliance with the Immigration Reform and Control Act of 1986. Former employees who are rehired must also complete the form if they have not completed an I-9 with CSUSA within the past three years, or if their previous I-9 is no longer retained or valid.

Transition and transfer of employees to other subsidiaries must comply with local regulations. In the case of relocation to CSUSA subsidiary, the employment relationship will change to adhere to local regulations, policies/procedures and the compensation and benefits of that location.

Employees with questions or seeking more information on immigration law issues are encouraged to contact Employee Services. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

### **PROBATIONARY PERIOD**

Newly hired employees, and any current employees who have been transferred, promoted or reassigned to a new position, are employed with the understanding that their first 90 days in their new position are considered to be a probationary period.

This probationary period provides an opportunity for both you and CSUSA to evaluate each other and to determine the desirability of continuing the employment relationship. During your first 90 days in your new position your job performance will be observed by your School Administrator/ Department Manager to ensure job compatibility.

During this time, you will be provided with training and guidance from your School Administrator or Department Manager. Under appropriate circumstances, your probationary period may be extended. Additionally, as is true at all times during an employee's employment with the Company, employment is not for any specific time and may be terminated at will, with or without cause or reason and without prior notice.

At the end of the probationary period, you and your School Administrator/Department Manager may discuss performance. Provided the job performance is "satisfactory" at the end of the probationary period, you may continue in your employment as an at will employee. The probationary period does not represent a guarantee or contract of employment for 90 days or any other period of time and all aspects of "Employment-At-Will" will continue to apply.

### **PERFORMANCE**

The results that CSUSA achieves are determined by how we perform – as individuals, teams, and as a company. The ways we focus our efforts, use our talents, manage our time and work together will determine our success.

We emphasize the importance of ongoing communication between you and your School Administrator/Department Manager about your performance, progress toward job expectations, results and any development or needs that you may have.

You and your School Administrator/Department Manager are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Additional formal performance evaluations are conducted to provide both School Administrator/Department Manager and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all new employees is generally evaluated according to the schedule associated with your position. For school based 10-month instructional employees, 12-month school administrators, or non-instructional employees, you are reviewed after 90 days, during the first semester and at the end of the school year. After your first year of employment, your performance will be formally evaluated on an annual basis. Your opportunity to continue employment and any potential pay increase for the following school year will be dependent on your overall performance. For Support Center employees, performance reviews are after the first 90 days and then annually, usually around the end of each fiscal year.

Your attendance and dependability is an important part of your overall performance. Excessive absenteeism may lead to disciplinary action and may affect an employee's performance rating.

#### **GOAL SETTING**

One of the most important aspects of the Performance Management process is goal setting. In this process, you and your School Administrator/Department Manager meet in a highly participative manner to:

- Update your description of job duties and responsibilities so it reflects the current requirements and primary job content.
- Mutually agree upon and establish written SMART (specific, measurable, attainable, relevant and time bound) goals that clearly define what is expected by you.
- Ensure that individual goals are compatible with those of the work unit and the Company as a whole. Goals should be aligned with the Company and School Strategic Plan.
- Negotiate agreement on a weighting for each goal as a means of prioritizing what is important.
- Establish measures and standards that clarify how you will know if targets are being achieved.
- Agree on performance tracking and feedback requirements necessary for self-management or monitoring progress.

You should revisit and where appropriate, reestablish goals with your School Administrator at the beginning of the school year and/or with your Department Manager no less than quarterly.

At its sole discretion, CSUSA may award merit based pay adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process.

#### **OUTSIDE EMPLOYMENT**

CSUSA does not limit an employee's activities during non-working hours unless those activities interfere with or are in conflict with the performance of his/her job, or create a conflict of interest.

#### **PROMOTIONS AND TRANSFERS**

It is our desire to provide employees with opportunities for growth and advancement. CSUSA attempts to fill many of its job openings with qualified candidates from within the network whenever possible. Internal candidates may be identified by management selection or through responses to job postings.

A **promotion** is a move from one position to that of greater responsibility, either within the same department or to a new department or facility.

A **transfer** is a move from one department or facility to another in the same or similar position. This is also referred to as a lateral move. School based transfers may only be requested during the period of March 1<sup>st</sup> through March 15<sup>th</sup> of each calendar year.

To be considered for a promotion within your current department you must have completed 90 days of employment in your current position; be performing satisfactorily; not have any disciplinary actions against you; and meet the minimum requirements for the position for which you are applying.

To be considered for a promotion or transfer to another department or facility you must have completed one (1) year of employment in your current position; be performing satisfactorily; not have any disciplinary actions against you; and meet the minimum requirements for the position for which you are applying. Eligibility criteria are set based on the requirements of the job and at the discretion of CSUSA.

If you are interested in promotion or transfer opportunities, it is your responsibility to first inform your current supervisor of your interest in either a promotion or transfer, and then to apply for the position opening before the deadline shown on the job posting.

1. Apply for position online through CSUSA's Internal Career Center in the ADP Self Service Portal (<https://portal.adp.com>)
2. Go to HR or your School Operations Administrator to request a Transfer Request Form.
3. Complete the form and submit it to your School Administrator/Department Manager for signature and approval.
4. Once approved by the School Administrator or Department Manager, that respective administrator or manager will submit for approval directly to the Director of Employee Services for final approval.

Consideration will be given based on the individual's skills, education, experience, qualifications, and business need, and it will be in adherence to CSUSA's Policy of equal employment opportunity.

## **EMPLOYMENT RECORDS**

CSUSA maintains employment records on each employee. Your employment application and all other records that require specific information about you become part of your employment record. Information submitted on the employment application and other employment forms is subject to verification by the Company. If the Company determines you have provided false or misleading information, you may be subject to disciplinary action up to and including termination.

## **KEEPING YOUR FILES UP TO DATE**

CSUSA maintains a personnel file on each employee. The purpose of this file is to allow us to make decisions and take actions that are personally important to you, including notifying your family in case of an emergency, calculating income tax deductions and withholdings, and paying for appropriate insurance coverage. Although

we cannot list here all of the type of documents we keep in your personnel file, examples include: signed offer letter, copies of certification (if applicable). We do not keep medical records or work eligibility forms in your personnel file. Those are kept separately.

If you have any questions about your personnel file, contact the Employee Services Department at (954) 202-3500.

### **CONFIDENTIALTY OF PERSONNEL FILES**

Because the information in your personnel file is by its nature personal, we kept the file as confidential as possible. We allow access to your file only on a need- to-know basis.

**Please Ensure your Information is Up-To-Date** Because we use the information in your personnel file to take actions on your behalf, it is important that the information in that file is accurate. Please update your records through the ADP Self Service Portal. Ensure that you update whenever any of the following changes occur:

- Your name
- Your mailing address
- Your phone number
- Your dependents
- The number of dependents you are designating for income tax withholding
- Your marital status
- Direct deposit information
- The name and phone number of the individual whom we should notify in case of emergency.

### **REVIEWING YOUR EMPLOYMENT RECORDS**

Employment records are the property of CSUSA, and access to the information they contain is restricted. Generally, only supervisory personnel of CSUSA who have a legitimate reason to review information in a file are allowed to do so.

With reasonable advance notice, employees may review their own employment records through CSUSA's designated representative. Records deemed to contain sensitive or confidential information could be excluded from the review. If you wish to review your employment records, contact Employee Services to request a personnel file review.

### **FORMAL EVALUATIONS**

It is the responsibility of the employee to retain copies of their formal evaluations at the time they are conducted for future reference. If copies are needed you will need to submit a formal written request via e- mail to the Employee Services Department.

### **SEPARATION FROM THE COMPANY**

Every Company employee has the status of "employee at will," (as applicable by state law in which you work) meaning that no one has a contractual right, expressed or implied, to remain in the Company's employ unless the employee enters into a written contract signed by the President and CEO of the Company. This means the Company or an employee may terminate his/her employment, without cause, and with or without notice, at any time for any reason. No School Administrator/Department Manager or other representative of the Company

(except the CEO or his designee) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

### **RESIGNATION**

If you decide to leave CSUSA for another position, we wish you well. Please notify your School Administrator/Department Manager in writing about your plans. We would like the opportunity to discuss your resignation before final actions are taken. CSUSA often finds during this conversation that another alternative may be better; however after full consideration, if you decide to leave please provide CSUSA two (2) weeks' notice. Though CSUSA requests two (2) weeks' notice, CSUSA may request earlier resignation if the circumstances require.

You must return all company property in good condition. All equipment, access cards, company ID, keys, and any other company property is to be returned to your School Administrator/Department Manager prior to you leaving the facility. There may be a deduction from your final paycheck for those items not returned promptly.

### **JOB ABANDONMENT**

CSUSA expects all employees to report to work on time, for all scheduled work hours and for the duration of the accepted position set forth in the Expectations and Standards sections of your Employee Handbook. If you are absent from work for three consecutive scheduled workdays without giving proper verbal or written notice directly to your School Administrator or Department Manager, you are advised that CSUSA will consider this an abandonment of your job, and your employment will be terminated immediately.

### **EXIT INTERVIEW**

In addition, employees separating from CSUSA may be asked to participate in an exit interview and provide any constructive comments and suggestions on improving working conditions. This interview may take place on your last day and/or a survey may be sent to your home via the Internet. CSUSA appreciates receiving your candid opinion of your employment with us.

### **A DRUG FREE WORKPLACE**

CSUSA prohibits the following:

- Reporting to work under the influence of alcohol or illegal drugs or substances, including the illegal use of prescription drugs.
- Being intoxicated while on Company premises.
- The sale or purchase of alcoholic beverages or illegal drugs on Company premises or while performing company business, except alcohol in connection with Company authorized events and gatherings.
- Working under the influence of alcohol, prescription or nonprescription drugs that could impair judgment or motor functions and place persons or property in jeopardy.

Possession of paraphernalia used in connection with the use of any drug is evidence of violation of this rule. An illegal drug includes marijuana, amphetamines, cannabinoid, cocaine, phencyclidine (PCP), hallucinogens, methaqualone, opiates, barbiturates, benzodiazepine, synthetic narcotics, designer drugs or a metabolite of any of these substances. Non-prescribed use of prescription medication is also prohibited. Employees may be tested for any and all of these drugs.

As a part of our policy prohibiting reporting to work or working with the presence of drugs, drug testing may be required. The Company must and will conduct drug tests under the following circumstances:

- For an employee whose conduct creates a reasonable suspicion of improper use or possession of illegal drugs.

- For an employee subject to regular fitness-for-duty medical examination.
- For an employee previously given a drug/alcohol-related suspension or a leave of absence for prohibited drug/alcohol use. Such tests will be conducted on a quarterly, semi-annual, or annual basis for up to two years thereafter.
- On a random, unspecified basis.
- For an employee suffering a reportable accident and any other parties associated with the accident. If an employee refuses to be tested, he/she will be subject to suspension or dismissal.

Employees are required to review the CSUSA Drug-Free Workplace Policy and electronically sign the Acknowledgement regarding this Policy. Refusal to cooperate in the drug testing procedure will result in termination of employment.

### **INVESTIGATION – SITE INSPECTIONS**

CSUSA reserves the right to access and inspect all Company owned or managed areas. Desks, lockers, computers, cabinets, drawers, etc., are provided for the convenience of employees and may be searched at any time to the extent considered necessary by management. Please cooperate with us on this matter, as it is done for your protection. CSUSA also reserves the right to search employee property on Company property, such as handbags, lunch boxes, briefcases, laptops, and employee cars on Company property. CSUSA may, but is not required to, obtain the employee's consent when property belonging to or used by an employee is to be searched.

Where possible, the employee will be notified of the search and should be present. The search should be carried out in privacy, but with a supervisory witness. CSUSA shall have the right to conduct a search if there is reasonable suspicion to believe that a violation of the Drug Free Workplace Policy has occurred.

### **SMOKE/TOBACCO FREE POLICY**

CSUSA has implemented a smoke/tobacco free policy for Support Center employees working in the states of Florida, Georgia, and Michigan, as well as customers and visitors in order to provide a clean, healthy, productive, and safe environment for all. CSUSA will not employ candidates in Florida, Georgia and Michigan who smoke, either through vapor or tobacco, or use tobacco, and will enforce such policy in our employment and hiring process to the fullest extent allowable under applicable laws. CSUSA will provide reasonable programs and support to assist current CSUSA employees who smoke or use tobacco products in their cessation efforts.

## **EXPECTATIONS AND STANDARDS**

### **WORK RULES AND STANDARDS**

Work rules and standards regarding employee behavior are necessary in any company for the company's efficient operation and for the benefit and protection of the rights and safety of all. CSUSA is no exception. This section of your Handbook summarizes some of our expectations and work rules. The following lists are by no means all-inclusive.

### **OUR EXPECTATIONS**

We expect our employees to be honest, reliable and conscientious in meeting the responsibilities of their job, and to perform all duties competently, professionally, and responsibly. In order to meet these expectations, you must understand and abide by the standards that govern job conduct. The following are examples of expectations that CSUSA has and some of the responsibilities you must observe:

- Comply with all of CSUSA's policies, procedures, and safety and security guidelines
- Learn your job and perform it to the best of your ability – efficiently, accurately, and safely

- Take initiative to excel in your job and cooperate with your work team. Let us know your ideas for innovation and improvement
- Speak up when you have problems, concerns or complaints
- Report to work on time. Others depend on you
- When you will be absent from work, or unable to arrive on time, follow the call-in procedure for your work team
- Treat all clients, visitors, parents, students, and co-workers with respect and courtesy. Provide the highest level of service to all clients
- Follow and respect management's direction concerning job-related matters
- Maintain the confidentiality of proprietary and confidential Company and customer information
- Present a professional, neat, and clean appearance appropriate to your work situation
- Report to management any violations of the Company's policy, unethical or illegal conduct by co-workers, clients or vendors
- Refrain from offensive or undesirable behavior or conduct.

### **ATTENDANCE AND PUNCTUALITY**

To maintain a safe and orderly work environment, CSUSA expects you to be reliable and to be punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on other employees and on CSUSA. In the rare instances when you cannot avoid being late to work or are unable to work as scheduled, you should notify your School Administrator/Department Manager as soon as possible in advance of the anticipated tardiness or absence.

### **CALL-IN PROCEDURE**

If it is necessary for you to be late or absent for any reason, you are responsible for following the call-in procedure for your work team or department. While call-in procedures vary by department and location, there are some general requirements that are universal to all employees:

- You should telephone your School Administrator/Department Manager before your starting time, if possible.
- If you are unable to make the call because of a medical condition, then you should have a person make the call for you and you should personally contact your School Administrator/Department Manager at your earliest opportunity.
- If you cannot reach your School Administrator/Department Manager when you call, speak with the person designated by your department/school.
- It is your responsibility to make contact with your supervisor or designee.
- Provide an explanation of why you are going to be late or absent and when you expect to return to work. Also leave a phone number where you can be reached.
- If appropriate, provide an update on any pending work assignments that may need to be handled in your absence. Your School Administrator/Department Manager may need to reschedule/redistribute your work activities while you are absent. Set the appropriate "out of office" reply for incoming e-mails.

School based employees are required to follow their location's call-in procedure. It is your responsibility to ensure that proper notification is given. Failure to do so will subject you to disciplinary action up to and including termination.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination.

### **EXAMPLES OF CONDUCT NOT PERMITTED**

In general, conduct that interferes with operations, brings discredit to CSUSA, or is offensive, is not tolerated. The following are examples of conduct not permitted. Such conduct will subject the individual involved to disciplinary action up to and including termination.

- Failure to meet performance standards and fulfill job requirements
- Refusal to follow management’s instructions concerning a job-related matter (insubordination)
- Unsafe practices or unsafe performance of any job
- Leaving the workplace during working hours without authorization
- Unauthorized use of Company or customer assets, including equipment, property, information, and funds
- Improper use or disclosure of proprietary and/or confidential Company or customer information
- Violation of CSUSA’s Code of Business Conduct (outlined in this Handbook under separate section)
- Theft, misuse or willful destruction of Company property and/or of another individual’s property
- Harassing, sexually or otherwise, another employee, business associate and/or customer, or failing to report harassment
- Improper, unprofessional, and/or threatening behavior or language while on Company property or Company business
- Lying to employees, School Administrator/Department Manager or clients
- Failure to report any knowledge of theft or other activities not in the best interest of CSUSA
- Any action that is or can reasonably be expected to be detrimental to CSUSA or its reputation
- Any violation of CSUSA’s substance abuse policy
- Violation of Company safety or security policies or procedures
- Deliberately interfering with the operations of the Company
- Falsifying any Company record or report, including applications for employment, time sheets and client records
- Possession of firearms, weapons, ammunition or explosives on Company property or while on Company business
- Arrest or conviction of a crime \*

*\*ALL employees regardless of the job or position you hold must abide by The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida or similar requirements within the state in which you work. As such, all employees must report all/any arrests to their immediate School Administrator/Department Manager (or designee) within 48 hours (or as soon as allowed by the circumstance/police). Failure to report an arrest within 48 hours (or as soon as allowed by the circumstance/police) may lead to immediate termination.*

These examples are illustrative of the types of behavior that are not permitted at CSUSA, but are not intended to be all-inclusive. Other types of behavior or conduct could also lead to disciplinary action up to and including immediate termination. You are expected to comply with all Company policies and procedures and all standards of conduct.

## **DISCIPLINARY ACTION**

CSUSA seeks to resolve performance and conduct problems in the most positive and constructive manner possible. We believe our employees are responsible individuals interested in working together toward common goals. When situations arise which warrant disciplinary action CSUSA will utilize corrective action to deal with the misconduct.

Improper conduct or improper work performance, regardless of whether covered by the specific rules of conduct above, may be grounds for disciplinary action in the judgment of the Company.

Disciplinary action may range from verbal, written or final warnings to suspension or immediate termination, depending upon the facts of the particular case and the employment history of the employee involved.

#### **STANDARD APPEARANCE AND DRESS CODE**

As a Charter Schools USA employee, common sense in your personal appearance must be exercised during hours in which you represent the organization. Your dress, grooming and personal cleanliness and hygiene contribute to the morale of all employees and affect the company's image to internal and external clients. As such, you are expected to avoid inappropriate attire and present a clean, neat, and professional appearance. Cleanliness of the physical person consistent with the maintenance of good health and to avoid offensiveness to others is mandatory.

Inappropriate attire is identified as any item of clothing that causes a distraction to other employees, causes a break in the normal flow of the classroom or office environment, or creates an unsafe situation for the job being done (i.e., employees who work in areas that require climbing, lifting, and kneeling should consider the safety factor and wear clothing that is compatible with the job function they are performing).

Due to the nature of our business, where some employees work in the school environment while others work in an office environment, good judgment and discretion are expected when selecting work attire.

#### **SCHOOL ENVIRONMENT**

- If your school requires wearing a uniform ensure it is clean and pressed. Employee uniforms must include approved school logo shirts and blouses and proper foot wear.
- All other employee uniform requirements are determined by the School Administrator.
- If your school does not wear a uniform follow the dress code below.
- Wear footwear that are closed toe flats or have low heels (and have a strapped back), preferably non-skid soles. Do not wear shoes with high heels or open toes, dress sandals, or flip-flops. This is a safety requirement and will be enforced by your School Administrator.

#### **OFFICE ENVIRONMENT (Support Center and other than schools)**

- If you are visiting a school you will need to follow the same policy for footwear (see school environment above).
- Follow the dress code below.

Acceptable CSUSA attire for Support Center and school-based employees are described below. When in doubt, please refer below or ask your supervisor for guidance:

Dresses and Skirts (appropriate length)  
Suits and Slacks  
Blouses/shirts, Shirts with pocket logo of CSUSA or School  
Blazers, vests  
Skorts (in business suitable fabrics)  
Dress shoes or strapped sandals (office environment only)  
Business style pants suits for women  
Khaki or "Dockers" style pants

Unacceptable CSUSA attire for Support Center and school-based employees are described below. When in doubt, please refer below or ask your supervisor for guidance:

Shaggy, un-kept hair  
Un-kept Sideburns / Mustaches / Beards  
Mohawk style, extreme spiked hair  
Unnatural hair tones / strands (i.e., blue, violet, pink, green, bright yellow, magenta) etc.  
Visible Body Jewelry in unlikely places such as the Lip, Tongue, Eyelid, Eyebrow, Nostril, Nose, etc.  
Eyelid, Eyebrow, Nostril, Nose, etc.  
Denim Jeans or Denim Fabrics  
Hiking Boots  
Flip flop footwear or thong sandals  
Shorts / Sweat Suits  
Stirrup pants / Leggings  
Sweat Shirts/ Jogging Suits (except coaches, PE)  
Form-Fitting / Revealing Apparel  
Bare shoulders / Tank-Tops / Low-Cut Garments  
Spaghetti-Strap Garments without Over-Shirts  
Bare Midriff Outfits / Shirts Tied at the Waist  
Character/Advertisements covering shirt's front/back  
Baseball style Caps / Hats / (unless you are a P.E. Coach)  
T-Shirts / Muscle Shirts  
Explicitly Visible Undergarments  
Stained / Wrinkled / Frayed Clothing compensation coverage  
Visible Tattoos (Sexually Explicit, Violent, Macabre).

**Body Piercing, Jewelry, Hair, Make-Up and Tattoos** It is a violation of the CSUSA Dress Code Policy for an employee to attend work or any company-sponsored event or function held with any visible body piercing, except for earrings on the ears, all other body piercing jewelry/items must be removed and not concealed.

It will also be a violation of this Policy for any employee to have his or her haircut or worn in such a manner, or colored in such a manner, in an extreme fashion such that the School Administrator/Department Manager, within reasonable exercise of his or her discretion, determines it is so distracting or disruptive that it interferes with the orderly educational and work process.

By way of illustration only, and not by way of limitation, examples of unacceptable hair color or style would be extremely garish unnatural colors, extreme spiked hair and similarly unusual and distracting hairstyles.

Further, it will be a violation of this Policy for an employee to wear makeup that is not within the acceptable standards for the school or work community such that the School Administrator/Department Manager determines it is so distracting or disruptive that it interferes with the orderly educational and work process.

If a potential conflict is identified, the employee will be encouraged to identify appropriate solutions such as the removal of excess jewelry, covering of tattoos, etc. School Administrators/Department Managers will be responsible for answering questions and resolving issues related to this Policy on a case-by-case basis to ensure unique circumstances are appropriately considered.

School Administrators/Department Managers have final authority to decide if body piercing, jewelry, hair, make-up and tattoos comply with CSUSA's Dress Policy. The goal of CSUSA is mutual cooperation.

### **INTERNAL AND EXTERNAL CUSTOMER SERVICE**

Charter Schools USA's mission is to design, develop and operate high performing public schools. Superb customer service is everyone's responsibility and every employee must be able to deliver on this consistently. This may include clients, parents, community, boards, and other stakeholders.

Providing excellent customer service should be at the heart of everything you do. This means we expect the following from each of our employees:

- Establish and maintain effective relationships with clients, and work to gain their trust and respect.
- Always act with clients/students in mind.
- Work together (as a team) to support customer-focused goals and strategies.
- Exceed customer expectations at every customer touch-point.
- Work to obtain first-hand customer information and use it for improvements in work products and services. Be dedicated to meeting the expectations and requirements of your internal and/or external clients.

Remember ... you are a representative of CSUSA. To the student and parent, YOU are CSUSA.

### **SERVICE STANDARDS**

CSUSA established service standards for employees use to interact with stakeholders (co-workers, parents, students, boards) and vendors. CSUSA expects that each employee provide excellent service to all they come in contact with. We know that our parents have a choice when it comes to their child's education and superior service along with academic excellence are the two main determining factors parents use to make their decision. Below is a list of behavioral standards we expect from each employee. In addition, all employees will be required to complete our Red Carpet Customer Service Training.

#### **To help provide a good presentation:**

##### **Standards**

- Use 10/5 Greeting - E.I Eye Contact at 10 feet, Greet at 5 feet.
- Speak first and last
- Use intentional verbal such as please, thank you, etc.
- Everyone picks up trash as they see it lying around

#### **To be reliable:**

##### **Standards**

- Employees will use the LEAD technique (Listen, Empathize, Apologize, Do something or direct to someone who can) to deal with angry or upset parents/customers)
- All faculty and staff will know the answers to the top 10 questions asked about their school

#### **To provide reassurance:**

##### **Standards**

- Never talk about a student, supervisor, employment issue, another employee or negative school information in the presence of a parent/customer

#### **To show empathy:**

- All employees will use **NICE** (Neutralize through a positive beginning, Immediately emphasize, Courteously explain, Emphasize your desire to help) technique when they have to decline a parent/customer request.

### Handling Customer Problems

Your job brings you into contact with many people, including both internal and external clients. Difficult situations and complaints may arise regardless of how flexible, energetic or friendly you may try to be!

Always treat clients and business guests in a courteous, respectful manner. When a client has a question or complaint, give the matter your immediate attention. Look at complaints as an opportunity to correct problems, improve customer service, and ultimately raise customer satisfaction. If you ever feel you cannot properly handle a problem or difficult situation, refer the client to your School Administrator/Department Manager or a higher member of management.

### Telephone Courtesy

Telephone courtesy is essential to maintaining our favorable business reputation. Your telephone manners are a direct reflection on the Company and your professionalism. Therefore, please use proper telephone manners – be polite, helpful and service- oriented on the phone at all times.

We also ask that you try to return telephone calls as promptly as possible, even if you haven't obtained an answer for a client. Let the client know you are working on his/her issue. Continually communicate the status of your progress in resolving the issue to the customer.

### BUSINESS CONDUCT

The successful business operation and reputation of CSUSA is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of CSUSA is dependent upon our clients' trust and we are dedicated to preserving that trust. Employees owe a duty to CSUSA's clients and fellow employees to act in a way that will merit the continued trust and confidence of the public.

The standards and expectations outlined in CSUSA's Code of Business Conduct are intended as a guide to making the right choice. When faced with a complicated situation, it is often difficult to decide where the ethical path lies. You have a responsibility to ask questions, seek guidance, report suspected violations, and express concerns regarding compliance with the Code and related procedures.

**CSUSA's CODE OF BUSINESS CONDUCT** Unlawful and unethical business is of particular concern to CSUSA because they undermine employee and customer trust. CSUSA's Code of Business includes the following principles:

- **Conflicts of Interest:** You must conduct yourself in a manner that avoids conflicts of interest and that upholds the Company's business reputation.
- **Confidential Nature of Work:** Keep proprietary and personnel information to yourself and avoid compromising your integrity.
- **Fraud Dishonesty and Criminal Conduct:** Fraud, dishonesty and criminal conduct by employees will not be tolerated.

### CONFLICTS OF INTEREST

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This Policy establishes only the framework within which CSUSA wishes the business to operate. The

purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the Vice President of Employee Services for more information or questions about conflicts of interest.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of CSUSA's business dealings. For the purposes of this Policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of CSUSA as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which CSUSA does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving CSUSA (which is strictly prohibited).

#### **CONFIDENTIALITY**

Your position at CSUSA may provide you with access to confidential information. The release of confidential information and/or trade secrets, whether intentional or unintentional, can injure the Company financially and competitively. Confidential information includes, but is not limited to, the following examples:

- New methods and materials research
- Pending projects and proposals
- Proprietary production processes
- Research and development strategies
- Technological data
- Technological equipment and prototypes
- Instructional methods
- Strategic Plan
- Student/Employee Information
- Facilities prototype

All Company records and information relating to the Company or its clients are confidential and employees must, therefore, treat all matters accordingly. No Company or Company related information, including without limitation, documents, notes, files, records, oral information, computer files or similar materials (except in the ordinary course of performing duties on behalf of the Company) may be removed from the Company's premises without permission from the Company.

Additionally, the contents of the Company's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for a business purpose. Employees must not disclose any confidential information, purposefully or inadvertently (through casual conversation), to any unauthorized person inside or outside the Company. Employees that are unsure about the confidential nature of specific information must ask their School Administrator/Department Manager for clarification rather than disclosing potentially confidential information to peers or others in an effort to obtain clarity.

Any breach of confidentiality will be taken very seriously and may subject you to termination and possibly legal action. Once again, if you are unsure if something is confidential, or if you have any questions regarding your responsibilities in dealing with confidential materials, speak with your School Administrator/Department Manager.

### **Inventions, Proprietary Rights and Non-Compete Agreement**

As an employee of CSUSA you may be required to sign an Agreement that addresses such things as Inventions, Proprietary Rights and Non-Competition as a condition of employment. You should read this Agreement carefully for additional information regarding your responsibilities to protect the Company's proprietary information. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

### **Fraud, Dishonesty, and Criminal Conduct**

CSUSA will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

#### **A. Accurate Books and Records**

All employees must record and report information accurately and honestly. This includes reports of time worked, business expenses, financial and monetary intake at Support Center and the schools, and other business related activities.

CSUSA's financial statements and the records on which they are based must always accurately and fairly reflect the activities and transactions of the Company in accordance with generally accepted accounting principles and the Company's accounting and financial policies. No undisclosed or unrecorded funds of any school or Support Center or assets shall be established for any purpose, nor should any Company funds be placed in any personal or non-company account. No employee shall make an entry on the Company's (including any school's) books and records that intentionally hides or disguises the true nature of a transaction. The Company will appropriately discipline any employee who violates this Policy, including termination, and the employee may be subject to criminal investigation and prosecution.

#### **B. Criminal Conduct**

Criminal conduct by employees will not be tolerated, and such conduct may result in criminal or civil legal action. Criminal conduct includes, but is not limited to:

- Theft, misuse or abuse of Company, employee or customer property, including telephone, computer, or mail resources.
- Violence or threats of violence
- Bribery or extortion involving CSUSA's assets or operations

In signing the Acknowledgement for this Handbook, you certify your agreement to abide by this Code of Business Conduct. In addition, this Code requires that you must agree to report any conflicts of interest and any violations of the Code of Business Conduct to a member of the Employee Services or a member of management.

### **VIOLATIONS**

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. In situations where it is difficult to determine the proper course of action, the matter should

be discussed openly with your immediate School Administrator/Department Manager and, if necessary, with the Chief Academic Officer (CAE) for advice and consultation.

Compliance with this Policy of business ethics and conduct is the responsibility of all employees. Any employee who violates CSUSA's Code of Business Conduct or fails to report a violation by another employee will be subject to disciplinary action up to and including termination.

### **NEPOTISM**

CSUSA requires full disclosure of the identity of all relatives employed in the Support Center and all relatives employed by a school who are related to such school's owner, President, chairperson of the governing board of directors, governing board member, principal, assistant principal, or any other person employed by such school who has equivalent decision-making authority. Therefore, all requests to hire a relative must be pre-approved by the CSUSA Chief Academic Officer. For the purpose of this Policy, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, stepfather, stepmother, stepson, stepdaughter, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

CSUSA also includes domestic partners or those involved in romantic relationships in this Policy. To avoid a conflict of interest, this Policy also requires employees to disclose to, and obtain pre-approval by CSUSA Chief Academic Officer to conduct business with vendors associated with CSUSA relatives, domestic partners or romantically involved persons. Any employee recommending a vendor or business to CSUSA, including any charter school must disclose and get pre-approval in compliance with this Policy. The CEO or Chief Academic Officer must sign all contracts or commitments.

### **PERSONAL RELATIONSHIPS**

While our company has family relationships, consenting romantic or personal relationships between a School Administrator/Department Manager and an employee may at some point lead to unhappy complications and significant difficulties for all concerned; the employee, the School Administrator/Department Manager and the Company. Accordingly, the Company strongly discourages such relationships and any conduct (such as dating between a School Administrator/Department Manager and an employee) that is designed or may reasonably be expected to lead to the formation of a romantic or personal relationship.

By its discouragement of romantic and personal relationships, the Company does not intend to inhibit the social interaction (such as lunches or dinners or attendance at entertainment events) that are or should be an important part or extension of the working environment; and the Policy articulated above is not to be relied upon as justification or excuse for a School Administrator/Department Manager's refusal to engage in such social interaction with employees.

If a romantic or personal relationship between a School Administrator/Department Manager/Supervisor and an employee should develop, it shall be the responsibility and mandatory obligation of the School Administrator/Department Manager/Supervisor to promptly disclose the existence of the relationship to Employee Services. The employee may make the disclosure as well, but the burden of doing so shall be upon the School Administrator/Department Manager/Supervisor.

### **Guidelines and Determining Factors**

For the purposes of this Policy, a personal relationship is any intimate relationship existing between a member of CSUSA's management or supervisory personnel and any employee within his/her chain of command. A "management team member" is defined as any exempt employee classified as an officer, School

Administrator/Department Manager, official or supervisor. “Intimate personal relationships” may be manifested as patterned associations with select individuals of the work group, romantic affairs, etc.

Upon being informed or learning of the existence of such a relationship, the Company may take all steps that it, in its discretion, deems appropriate. At a minimum, the employee and the managing or supervisory personnel will not thereafter be permitted to work together on the same matters (including matters pending at the time disclosure of the relationship is made), and the managing or supervisory personnel must withdraw from participation in activities or decisions (including, but not limited to, hiring, evaluations, promotions, compensation, work assignments and discipline) that may reward or disadvantage any employee with whom the managing or supervisory personnel has or has had such a relationship.

In addition, and in order for the Company to deal effectively with any potentially adverse consequences such a relationship may have for the working environment, any person who believes that he or she has been adversely affected by such a relationship, notwithstanding its disclosure, is encouraged to make his or her views about the matter known to Employee Services.

This Policy shall apply without regard to gender and without regard to the sexual orientation of the participants in a relationship of the kind described.

CSUSA does not tolerate inappropriate personal relationships in the workplace and therefore, imposes employee awareness of the potential risk involved regarding such relationships. Unfortunately, in some cases, workplace romances can lead to poor judgment, breaches of the Code of Ethics, lost productivity, poor employee morale, sexual harassment claims and even workplace violence. It is emphasized that CSUSA’s Policy against sexual harassment is also one of zero tolerance. In the event that a consensual romantic relationship between employees of CSUSA develops in the workplace they are held stringently accountable to review CSUSA’s Non Discrimination / Harassment Policy and the Code of Ethics for Education Professionals so that they understand the consequences of failure to follow those Policies, as well as, those set forth in this Employee Handbook.

## **SOCIAL NETWORKING POLICY AND GUIDELINES**

### Electronic Communications and Social Networking Sites

#### **Policy Statement**

This Social Media Policy is designed to protect the privacy, confidentiality, business interests and reputation of CSUSA and our current and potential employees, supporters and customers. Participation in social media that affects your job performance, the performance of others, or CSUSA’s business interests is a proper focus for company policy.

The same principles and guidelines that generally apply to the activities of employees also apply to employee activities in social media and any other form of online publishing.

When you are participating in social networking, you are representing both yourself and CSUSA. It is not our intention to restrict your ability to have an online presence. We believe social networking is a very valuable tool and continue to advocate the responsible involvement of all CSUSA employees in this medium. While we encourage this online collaboration, we would like to provide you with a company policy and a set of guidelines for appropriate online conduct.

All school administrators, faculty and staff shall use caution and good judgment when using electronic communications and social networking sites.

CSUSA prohibits communications relayed to current students via electronic communications such as texting, Facebook, and all other social networking mediums. All communications to students should be conducted via the school issued email address, be professional in nature and they should be related to a student's academic progress or school activity.

Any information posted on or communicated through a social networking site (including chat rooms) shall not bring disfavor, embarrassment or condemnation to any employee, student or any member of CSUSA.

#### Definitions

1. Social Media - Blogs, micro-blogs, wikis, social networks (including, but not limited to, Facebook, MySpace, Twitter, LinkedIn, Instagram, Pinterest, Snapchat, Google+), blogs, and any other public websites on the internet, social bookmarking services, user rating services and any other online collaboration, sharing or publishing platform, whether accessed through the web, a mobile device, text messaging, email or any other existing or emerging communications platform.

2. Social Media Disclosures - Blog posts, blog comments, status updates, text messages, posts via email, images, audio recordings, video recordings or any other information made available through Social Media. Social Media Disclosures are the actual communications a user distributes via social media, usually by means of their social media account.

#### Policy Guidelines:

1. The use of Social Media for personal activity by employees during an employee's work hours is expressly prohibited. This includes the use of school computers and /or personal devices (such as mobile devices and tablets) to access and/or post on social media networks.

2. Only those persons officially authorized by CSUSA may use Social Media to speak on behalf of CSUSA.

3. CSUSA and its employees have a right to their personal privacy. Employees are prohibited from making Social Media Disclosures or utilizing Social Media in any way that could violate CSUSA's, or any of its employee's, right to privacy. Examples of the foregoing include, but are not limited to, the disclosure of private facts about CSUSA employees, any facts about the operations of CSUSA, any information to which the disclosing party does not have lawful access, or any information gained through unauthorized means.

4. Employees are restricted from disclosing or in any way discussing via Social media the details of any CSUSA activity or business dealings in which they have been, or will be involved.

5. Employees, specifically teachers and administrative staff, are prohibited from using Social Media to contact, connect or communicate with or forward information or photographs to any student at a CSUSA affiliated school.

6. Employees are restricted from identifying by name in Social Media, any other employees, students of any school for which CSUSA provides management services, or any of CSUSA's customers, partners or suppliers. Do not post any financial, confidential, sensitive or proprietary information about CSUSA or any of our students, faculty, administrative staff or employees.

7. Employees are prohibited from using Social Media, or making Social Media Disclosures, for evaluating the performance of CSUSA or any of its employees, business partners or vendors or from expressing any other

opinions contrary to the business interests of CSUSA. Speak respectfully. Do not engage in name-calling or behavior that will reflect negatively on you or CSUSA's reputations.

8. Social Media should not be used for internal business communications among fellow employees. Employees are restricted from using external blog or other Social Media to publicly air their differences or opinions. Beware of comments that could reflect poorly on you and the company. Social media sites are not the forum for venting personal complaints about supervisors, co-workers, or the company.

9. Do not post photos or obscenities that can damage both your reputation as well as that of CSUSA. As a CSUSA employee, be aware that you are responsible for the content you post and that information remains in cyberspace forever. Use privacy settings when appropriate. Remember, the Internet is immediate and nothing posted is ever truly private nor does it expire.

10. If you see unfavorable opinions, negative comments or criticism about you or CSUSA do not try to have the post removed or send a written reply that will escalate the situation. Immediately forward this information to your School Administrator or an e-mail to the Ms. Wilda Malara, Vice President of Employee Services at [wmalara@charterschoolsusa.com](mailto:wmalara@charterschoolsusa.com), and the appropriate corrective actions shall be implemented accordingly.

11. CSUSA trusts and expects employees to exercise personal responsibility whenever they make Social Media Disclosures. If you are posting to personal networking sites and are speaking about job related content, identify yourself as a CSUSA employee and use a disclaimer and make it clear that these views are not reflective of the views of CSUSA. "The opinions expressed on this site are my own and do not necessarily represent the views of Charter Schools USA."

12. Many sites like "LinkedIn" blur the lines between business and personal. Keep this in mind and make sure to have a balance of information that shows both your professional and personal sides.

13. Be respectful of others. Harassment, ethnic slurs, personal insults, derogatory remarks, racial or religious intolerance and any other form of behavior prohibited in the workplace is also prohibited in Social Media and in Social Media Disclosures. Think of what you say online. Stick to the facts; try to give accurate information and correct mistakes right away.

14. When posting to social media sites, be knowledgeable, interesting, honest, and add value. CSUSA's outstanding reputation is a direct result of our employees and their commitment to uphold our core values of Putting Students First, Integrity, High Standards, Teamwork, Accountability and Excellence (PPIG).

15. Do not infringe on copyrights or trademarks. Do not use images without permission and remember to cite where you saw information if it did not originate with you.

16. Be aware that you are not anonymous when you make online comments. Information on your networking profiles is published in a very public place. Even if you post anonymously or under a pseudonym, your identity can still be revealed.

17. If contacted by the media refer them to the CSUSA Marketing Department.

CSUSA may monitor content out on the web, internet, and social media sites, and reserves the right to remove posts that violate this Policy. If you have any questions or concerns about this Policy or a specific posting, please contact Ms. Wilda Malara, Vice President of Employee Services, via e-mail at [wmalara@charterschoolsusa.com](mailto:wmalara@charterschoolsusa.com).

## Penalties

Failure to comply with this Social Media Policy may result in:

- a. Disciplinary action, up to and including termination; or
- b. Civil or criminal penalties as provided by law.

## WORK ENVIRONMENT

### SMOKE FREE ENVIRONMENT

In keeping with CSUSA's intent to provide a safe and healthful work environment for our students and employees, smoking (including electronic cigarettes and vapor) in the workplace is prohibited. This Policy applies equally to all employees, clients, and visitors. Employees who visit or work on-site at a school, at an administrative office or at the Support Center are expected to follow the Smoke-Free Policy for that location, and may smoke in designated areas, only if one is available.

You are expected to exercise common courtesy and respect the needs and sensitivities of others with regard to the Smoke Free Policy. CSUSA does not provide smoking areas for employees, for managed properties, nor are smokers entitled to additional break time. Employees should not smoke at building entry ways, around students, or in areas where others are obligated to be exposed to smoke, tobacco, or vapor in order to enter or exit the workplace or school. In situations where the preferences of smokers and nonsmokers are in direct conflict, the preferences of nonsmokers will prevail.

### SAFETY

It is the policy of CSUSA to manage and conduct its operations in such a manner as to eliminate or minimize all potential hazards and to avoid accidents involving injury to personnel or damage to property. CSUSA will follow all applicable federal and/or state run Occupational Safety and Health programs.

All employees are charged with personal responsibility for constant adherence to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices and must take responsibility for following any safety rules or recommendations. Supervisors are not authorized to change the duties of an employee's job function to something that they are not trained to safely perform. All incidents must be reported in your site's OSHA 300 log, and must be available for review by auditors if necessary.

It is important that you consider the work environment when determining proper attire and footwear. We do not allow employees to wear open toed shoes and/or high heels in schools due to the work environment, student traffic, and the flooring. All employees should also consider these factors when preparing to visit a school. See our Dress Policy for more information.

### Communications

CSUSA provides information to employees about workplace safety and health issues through regular internal communication channels such as department meetings, bulletin board postings, memos, or other written communications.

**Making Suggestions and Reporting Violations** Some of the best safety improvement ideas come from employees. If you have ideas, concerns, or suggestions for improved safety in the workplace you are encouraged to raise them with your School Administrator/Department Manager, or with another who is responsible for safety, or bring them to the attention of Employee Services.

You are expected to obey safety rules and to exercise caution in all work activities. You must immediately report any unsafe condition to the appropriate School Administrator/Department Manager. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or (where appropriate) remedy such situations, may be subject to disciplinary action, up to and including termination of employment. All reports can be made without fear of reprisal. In the case of accidents that result in injury, regardless of how insignificant the injury may appear, you should immediately notify your School Administrator/Department Manager and Employee Services. An incident report may be completed. Such reports may be necessary to comply with applicable laws.

### **COMPANY EQUIPMENT AND VEHICLES**

The Company provides supplies, equipment, vehicles and materials necessary for its employees to perform their jobs. These items are to be used strictly for the Company's purposes. Employees are expected to exercise care in the use of Company equipment and property and use such property only for authorized purposes.

Loss, damages, or theft of Company property should be reported at once to your School Administrator/Department Manager. Negligence in the care and use of Company property may be considered grounds for discipline, up to and including termination.

The Company's equipment, such as telephone, postage, facsimile and copier machines, is intended for business use. Personal usage of these or other equipment that results in a charge to the company should be reported to your School Administrator/Department Manager or accounting so that reimbursement arrangements can be made.

Upon termination of employment, the employee must return all Company property, equipment, work product and documents in his or her possession or control.

#### **Personal Vehicles used for Company Business**

Only employees with an unrestricted, current driver's license may operate a vehicle to conduct Company business. A Motor Vehicle Request (MVR) may be requested for employees or applicants for employment who will be driving a rental or personal vehicle on Company business. This applies to all employees and applicants for employment for whom operating a motor vehicle is a regular and necessary activity of employment. CSUSA may, at its discretion, waive the requirement for those for whom driving is deemed incidental and occasional.

Any employee who uses a personal vehicle for any Company business must be on the approved driver list. In addition, the driver may be requested to provide insurance documentation that shows limits of liability of at least \$100,000 - \$300,000 - \$50,000. The documents must show current coverage, and the employee may be asked to produce updated documentation at any time. The vehicle must be in good working order.

#### **Vehicle Safety Guidelines**

All Company-approved drivers are required to:

- Maintain a valid driver's license and have a current, acceptable MVR on file if required.
- Drive defensively and anticipate driving hazards.
- Comply with all applicable motor vehicle laws, operating regulations and registration requirements.
- Mobile devices and tablets should not be used while driving unless a hands free option is used.
- Wear a safety belt as a driver or passenger in all vehicles used for Company business.
- Drive without impairment by alcohol or drugs.

- Report all accidents (no matter how minor) to your School Administrator/Department Manager immediately (i.e., the same day the accident occurs), providing full factual information about the incident.
- Report any changes in the status of your driver's license (e.g., revocation or suspension, DUI, violations of law) to your School Administrator /Department Manager immediately.
- Avoid driving distractions to the greatest degree possible. Specifically, drivers should avoid any activity that causes them to divert their attention from driving.

Drivers using mobile devices while driving cause distractions that put the driver and passengers at risk of an accident. Employees must use hands-free devices. Mandatory state laws must be followed for in-vehicle use of mobile devices. Text messaging is prohibited while driving.

### **COMPUTERS AND COMMUNICATION SYSTEMS**

CSUSA's computer and communication resources and services are for the use of CSUSA and its employees. Computer and communication resources and services include, but are not limited to: printers, servers, workstations, standalone computers, laptops, software, computer files, internal/external communication networks, internet, commercial online services, bulletin board systems, email systems, telephone systems, long distance services, voicemail, mobile devices, pagers, video equipment, and tape that are accessed directly or indirectly as provided by CSUSA.

As a user, you are responsible for using these resources and services in an efficient, effective, ethical, professional, and lawful manner. All communications transmitted by, received from, or stored in these systems are the sole property of the Company. As noted above, all such communications are subject to review and monitoring by CSUSA. Accordingly, employees have no expectation of privacy in such communications.

The following guidelines apply to all users of computer and communication resources and services, wherever the users are located. The term "users" refers to all employees, independent contractors, and other persons or entities accessing or using CSUSA computer and communication resources and services. CSUSA's Information Technology Department must approve access to any of these services by non-employees.

Violations of this Policy may result in disciplinary action, up to and including possible termination, and/or legal action.

#### **Policy**

CSUSA has the right to monitor any and all aspects of computer and communication systems used, maintained, or provided in the conduct of its business, including email and internet access, to ensure compliance with its policies. Computers and computer accounts are provided to assist employees in the performance of their jobs. Users have no expectation of privacy in anything created, sent, received, or downloaded on the computer or communication system. CSUSA is not responsible for the actions of individual users who violate this Policy.

The computer and communication systems belong to CSUSA and should be used for business purposes only. The Company reserves the right to monitor the operation of these systems, to access all records within them, and to retain or dispose of those records as it deems necessary. Non-business use of CSUSA equipment and services shall be extremely limited, and failure to so limit non-business use is subject to disciplinary action. Any technical questions about this Policy should be addressed to the Computer Information Systems Department.

Users are governed by the following provisions, which apply to all computer and communication resources and services:

- Users must comply with all software licenses, copyrights, and all other state and federal laws governing intellectual property.
- Fraudulent, harassing, embarrassing, indecent, profane, obscene, intimidating, or other unlawful material may not be sent by email, downloaded by other form of electronic communication, or displayed on or stored in Company computers. If you encounter, or receive such material, you should immediately report the incident to your School Administrator/Department Manager.
- Without prior written permission, CSUSA's computer and communication resources and services may not be used for the transmission or storage of commercial or personal advertisements, solicitations, promotions, destructive programs (viruses and/or self-replicating code), political material, obscene material or any other unauthorized or personal use.

### **Electronic Mail (email)**

The electronic mail ("email") system is the property of CSUSA and is for use in conducting Company business. All communications and information transmitted by, received from, or stored in this system are Company records and property of the Company.

Staff members should use the same care in drafting email and other electronic documents as they would for any other written communication. Anything created on the computer may, and likely will, be reviewed by others. In addition, the confidentiality of any message should not be assumed. Even when a message is erased, it is still possible to retrieve that message.

CSUSA's email and Internet access systems are provided solely for business use. Communications by you through these systems are not private nor are they protected, and you should have no expectation of privacy in such communications. For security and operational purposes, CSUSA will monitor and/or retrieve messages, communications, material and attachments sent through these systems. Moreover, use of the internet access provided by CSUSA to obtain offensive or otherwise inappropriate material is strictly prohibited. Likewise, employees have no expectation of privacy with respect to any other information stored on any CSUSA computer or in any CSUSA work area. Only authorized personnel are able to access individual employee electronic accounts. These authorized employees shall follow CSUSA procedures and submit an Access Request form to CSUSA Support Center and shall receive approval prior to accessing any employee electronic accounts.

CSUSA expects its employees to maintain organized electronic document and contact information files. Employees are not to email documents or materials to persons who are not authorized to receive or review such materials.

The following additional guidelines apply to the use of CSUSA's email system:

- Employees have no right of privacy in any material stored in, created, received, or sent over the email system.
- In its discretion as owner of the email system, the Company reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the email system, for any reason and without the permission of any employee.
- Even if employees use a password to access the email system, the confidentiality of any message stored in, created, received, or sent from the email system still cannot be assured. Use of passwords or other security measures does not in any way diminish the Company's rights to access materials on its system, or create any privacy rights of employees in the messages and files on the system.

Any password used by employees must be revealed to the Computer Information Systems Department, as email files may need to be accessed by the Company.

- Even though CSUSA has the right to retrieve and read any email messages, messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any email messages that are not sent to them. Any exception to this Policy must receive the prior approval of management.
- The Company's policies against sexual or other harassment apply fully to the email system, and any violation of those policies is grounds for disciplinary action, up to and including termination. Therefore, no email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law.
- Do not send personal messages or jokes using the Company's email. Even if the material is not offensive, you should not encourage the use of email for non- business related activities. If you receive non-business related messages, jokes or related files from someone else, delete the messages and refer that person to CSUSA's policies. If the activities continue, contact your School Administrator/Department Manager.
- If you receive a chain mail message, do not respond to it. Inform IT and they will put a block on the message.
- Your CSUSA email identity photo will be limited to appropriate professional headshots only. No other types of photos or images may be up-loaded in the place of the employees head shot photo.

### **Personal Computers and Software Applications**

The help desk and CIS Department are the only persons authorized to install software on company owned computers. If you need particular software, contact your supervisor or the CIS Department to authorize the use of the software and they will arrange to install it on your computer.

Any duplication of copyrighted software or data, except for backup and archival purposes, is a violation of both Company policy and the law. Any unauthorized or unlicensed copies of software at CSUSA expose both the employee and the Company to potential civil and criminal penalties. Software must only be used according to the software license agreement. No unlicensed software may be used or installed into the Company's computers. CSUSA may delete any unlicensed software or personal software without notice to the employee.

The computer assigned to an employee is the employee's responsibility. As such, it is the employee's responsibility to take reasonable precautions to secure it from use and/or abuse by another. The following outlines some of the responsibilities and guidelines regarding computer use and security:

- The employee is responsible for immediately reporting any unlawful activity involving the employee's personal computer. The data the employee works with may be more valuable and more difficult to replace than the hardware or software used to access it.
- Employees are responsible for safeguarding their passwords for the system. Individual employee passwords should not be printed, stored online, or given to others. Employees are responsible for all actions made using their passwords. Sharing of passwords is prohibited and may result in a limited or suspended account.
- In the event password protection is needed, the Systems Administrator of the CIS Department and the employee's School Administrator/Department Manager must be made aware of the password and the document must be saved on the network.
- Be aware that a computer's hard drive may fail at any time. Several backup methods are available. Consult the CIS Department for instructions on backing up files or for any other questions.

- Employees should not read, alter or copy a file belonging to another user without first obtaining permission from the owner of the file. The ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file.

**Important:** A user's ability to access other computer systems directly or through the network, including the CSUSA network does not imply a right to access those systems or to make use of those systems unless specifically authorized by the operators of those systems. Unauthorized use may result in disciplinary actions, up to and including termination. Your School Administrator/Department Manager may submit an Access Request Form to CSUSA for approval of access to an employee's email for business related purposes only or for cause and/or suspicion of misuse.

### Internet

Internet access to global electronic information resources on the World Wide Web is provided by CSUSA to assist employees in obtaining work related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage.

- All internet data that is composed, transmitted, or received via the Company's computer communications systems is considered to be a part of the official records of CSUSA and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet, email messages, and other transmissions is accurate, appropriate, ethical, and lawful.
- Data that is composed, transmitted, accessed, or received via the Internet must not contain material that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, age, sex, pregnancy, religious or political beliefs, national origin, citizenship, veteran status, disability, sexual orientation, or any other characteristic protected by law.
- Abuse of the Internet access provided by CSUSA in violation of law or CSUSA policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this Policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

Sending or posting discriminatory, harassing, or threatening messages or images

Sending or posting confidential material or proprietary information outside of the organization

Sending or posting messages or material that could damage the organization's image or reputation

CSUSA reserves the right to, and does, monitor Internet usage including sites visited and time spent at those sites.

## PERSONAL WEB SITES, WEB LOGS AND TEXT MESSAGE

### Policy

Personal Web sites, Web logs (blogs), and text messaging have become prevalent methods of self-expression in our culture. Charter Schools USA respects the rights of employees to use their mediums during their personal time. If an employee chooses to identify himself or herself as a CSUSA employee on a Web site or Web log/blog, he or she must adhere to the following guidelines:

- Make it clear to the readers that the views expressed are the employee's alone and that they do not reflect the views of Charter Schools USA.
- Do not disclose any information that is confidential or proprietary to CSUSA or to any third party that has disclosed information to the Company. Consult the Company's confidentiality policy for guidance about what constitutes confidential information.
- Uphold Charter Schools USA's value of respect for the individual and avoid making defamatory statements about CSUSA's employees, clients, partners, affiliates, students and others, including competitors.
- Be careful to not let blogging interfere with your job or ethic and standards commitments.

Employees, especially instructional staff, are held to a high standard. Your commitment and oath to the Education Professional Ethics Standards must not be violated. These standards outline appropriate conduct with students, parents and peers and others who have access to the Internet and access to content you display on the Internet, regardless of whether you believe it may be personally secured or not. Personal web sites and blogs are not exempt from the Education Professional Ethics Standards or Company standards. Furthermore, violations may be reported to the Department of Education in the state that the employee works and may ultimately affect instructional certification.

If blogging activity is seen as compromising to the Education Professional Ethics Standards, the corporation or schools standards, Charter Schools USA may request a cessation of such commentary and the employee may be subject to disciplinary action up to and including termination.

Employees are not to be-friend, link to or add students to their social networks or engage in IM's / text messaging on personal devices with students or parents. These communications should be conducted via CSUSA systems.

This Policy should not be construed or otherwise applied in such a way as to violate or interfere with an employee's rights under Section VII of the National Labor Relations Act.

#### **Telephones and Voice Mail**

The telephone system is the property of CSUSA and, as such, the purpose is to promote the business of CSUSA.

To ensure effective telephone communications, employees should always use a proper greeting and speak in a courteous and professional manner consistent with the Company's Red Carpet Service. Please confirm information received from the caller, and hang up only after the caller has done so.

The voicemail system is intended to send and receive business-related messages. It is not designed as a storage medium for these or personal messages. Voicemail messages should be checked and cleared daily. Saving multiple voice messages for an extended period of time can negatively impact system performance.

#### **SECURITY**

##### **Entering and Leaving the Premises**

At the time you are hired, you will be advised of the proper procedures for entering and exiting your office/school and setting alarms. You are expected to abide by these guidelines at all times. If you do not receive this information upon starting work, please contact your School Administrator/Department Manager or Employee Services immediately.

CSUSA facilities are monitored by surveillance equipment, and notice of surveillance is posted.

### **Parking**

Parking may be restricted and/or assigned in certain situations. Ask your School Administrator/Department Manager for instructions.

### **Visitors in the Workplace**

To provide for the safety and security of employees and the facilities at CSUSA, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors should must the office through the reception areas, and must check in with the Receptionist or front office at the school. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on CSUSA's premises, employees should immediately escort the individual to the reception area, and, if necessary, notify their School Administrator/Department Manager.

### **Violence in the Workplace**

CSUSA has zero tolerance for fighting, threats and other acts of violence against employees, co-workers, job applicants, clients or vendors. Additionally, possession of firearms, weapons, ammunition or explosives on Company property or while on Company business is strictly prohibited, and may result in immediate termination.

Acts or threats of violence or physical harm, whether made directly or indirectly, violate the safe and professional conduct of CSUSA's business. If you are subjected to or threatened with harm by a co-worker, customer or vendor, or if you become aware of another individual who has been subjected to or threatened with violence, or if you know of circumstances which might result in violence, you should immediately report this information to your School Administrator/Department Manager or Employee Services.

Please bring all threats to CSUSA's attention so that CSUSA can deal with them promptly and appropriately. Do not assume that any threat is not serious. Any investigation into threatening remarks or conduct will be conducted with as much confidentiality as possible. No adverse action will be taken against anyone who brings a good-faith complaint under this Policy.

### **Reporting Illegal and Unethical Acts**

If you have knowledge of or suspect any illegal behavior by another employee, you are required to report such activity immediately to your School Administrator/Department Manager or Employee Services.

### **PARTICIPATION IN COMMUNITY AFFAIRS**

We encourage you to participate in community service affairs of charitable, educational and civic organizations. However, your participation in these activities must not adversely affect job performance, be detrimental to CSUSA's interests and/r reputation, or place any individual in the position of serving conflicting interests.

Time spent on community affairs, when not undertaken at the request of management, shall be conducted outside of an employee's regular working hours, and therefore will not be considered CSUSA hours of work for pay purposes. Employee-initiated participation in community affairs that involves an extended period of time away from the job must be approved and handled in accordance with CSUSA's leave of absence policies.

### **EMERGENCY CLOSURES**

At times, emergencies such as severe weather, fires, power failures, earthquakes or hurricanes can disrupt operations. In extreme cases, these circumstances may require the closing of a work facility or school. If such conditions exist, please consult your local emergency procedures and call the appropriate location for a message or contact your School Administrator/Department Manager at home or at work as soon as possible.

A copy of the CSUSA Support Center disaster procedure is located on the Company intranet. All schools should follow the disaster guidelines of the districts where they are located.

When CSUSA Support Center operations are officially closed due to emergency conditions, the time off from scheduled work for salaried employees and full time hourly employees will be paid. In these cases where an emergency closing is not authorized, employees who fail to report for work will be required to use PTO or take time off work without pay.

### **School Emergency Closing Policy**

The determination of whether or not to close schools for inclement weather or other emergencies is a complex process dependent upon a number of factors, with the ultimate desired outcome of what is best for students and their safety. Closing school is taken seriously, as it disrupts the instructional process for students and teachers, and these decisions will be made by CSUSA, in its sole discretion, based on the surrounding facts and circumstances. When schools are closed due to severe inclement weather or other emergencies, CSUSA will make the decisions relating to pay of employees on a case-by-case basis, taking various factors into consideration.

### **ENVIRONMENTAL**

It is the policy of CSUSA to comply with all applicable laws and regulatory standards promulgated by the government to protect the quality of the environment. This includes eliminating or controlling pollution to the air, groundwater or land, and to minimize potential exposure to hazardous materials.

It is the responsibility of each employee to be familiar with the requirements of his/her type of work and be sure that the work does not have any unnecessary impact on the environment. Employees are expected to recycle any materials for which collection services are provided.

Any person who becomes aware of any spill or inadvertent release of toxic or hazardous materials must report the incident immediately to his/her School Administrator/Department Manager.

At times, emergencies such as severe weather, fires, power failures, earthquakes or hurricanes can disrupt operations. In extreme cases, these circumstances may require the closing of a work facility or school. If such conditions exist, please consult your local emergency procedures and call the appropriate location for a message or contact your School Administrator/Department Manager at home or at work as soon as possible.

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When CSUSA Support Center operations are officially closed due to emergency conditions, the time off from scheduled work for salaried employees and full time hourly employees will be paid. In these cases where an emergency closing is not authorized, employees who fail to report for work will be required to use PTO or take time off work without pay.

### **SOLICITATION**

Given the Company's and its school's obligation to provide our students and staff with a safe working environment, solicitation, distribution of literature or trespassing by non-employees is prohibited at all times on Company and school property.

Solicitation by any employee of any other employee is prohibited while either person is on working time. Working time is all time when either the soliciting employee or the employee being solicited is supposed to be engaged in work tasks, including professional development time. Distribution of literature or other propaganda by employees is prohibited at all times in working areas. Working areas include all areas where employees are engaged in working tasks. Solicitation, distribution of literature or trespassing by non-employees is prohibited at all times on Company and school premises.

## PAY RELATED INFORMATION

### COMPENSATION

CSUSA's goal is to compensate its employees in a fair and competitive manner, based on the responsibilities of each job, the Company's overall growth and performance, and other business conditions affecting wages on an annual basis. In addition, our goal is to reward employees for their performance, achievements, and contributions to the Company's success.

After the first year of employment, wages and salaries are normally reviewed annually, but a review does not guarantee an increase. All salaries, bonuses, stipends, and extra pay are taxable to the employee. Our philosophy is to pay for performance, and pay increases are based solely upon individual merit and business conditions.

### Confidentiality

Employment, medical and wage information is confidential and should not be discussed with peers, parents, students, or vendors. This information is of a confidential nature and should not be discussed.

### EMPLOYMENT CATEGORIES

#### Exempt/Non-Exempt

Under the Fair Labor Standards Act, there are two categories of employees – exempt and non-exempt.

- Exempt employees are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws. Exempt employees are not eligible for overtime pay. If you are an exempt employee, you are normally paid on a salary or commission basis regardless of hours worked. Exempt employees' salaries are typically calculated on a semi-monthly basis (24 pay periods).
- Non-exempt employees must keep records of their hours worked and must be paid overtime for any hours over 40 hours worked in a week. Wages of non-exempt employees are typically calculated on an hourly basis.

#### Full-Time/ Part-Time/Temporary

At the time you are hired, your position is categorized as full-time, part-time, or temporary. At that time you will be informed of any benefits for which you are eligible. In general, CSUSA employment category definitions encompass the following:

## Full Time

A full-time employee is one who works the standard working hours of the Company each week (a minimum of 30 hours per week).

## Part Time

Part time employees work a regular schedule less than 30 hours per week.

## Temporary

A temporary employee is hired for a specified project or time frame and may work an irregular schedule. Seasonal employees are generally hired for an indeterminate time of limited duration and are also considered temporary employees.

## Daily Substitutes

A daily substitute is hired for the purpose of filling in for absent instructional educators. They are hired on-call daily and do not receive any benefits provided by the Company.

**Stipends and Other Supplemental Payments** For certain duties and responsibilities outside of an employee's normal duties, CSUSA may provide a stipend. Department Managers are responsible for allocating stipends in accordance with the Compensation Plan and Budgeting Guidelines. Examples of employee stipends include, but are not limited to, Department Chairs, Lead TLCs, CRTs, and employees who perform an extra duty or a project for a specific period of time.

## TIME KEEPING AND PAY RECORDS

The attendance of all employees must be recorded and submitted to the Payroll Department weekly through Time and Attendance. The payroll week begins on Sunday and ends on Saturday. To process payroll efficiently, all time sheets must be received by the Payroll Department deadlines to your designated payroll representative.

Attendance records are Company records, and care must be exercised in recording the hours worked, overtime hours, absences and business expenditures.

## Meal Periods

All full time employees are generally provided with one unpaid meal period of 1 hour in length each workday. Employees are relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time. Skipping a meal break to leave early and/or to get additional pay is not permitted; however, from time to time shortened meal breaks may be necessary to accommodate the daily schedule as the needs of the business allow, and with prior approval by the School Administrator/Department Manager. Any adjustments should not exceed 8 hours per day or 40 hours in a work week.

## Timekeeping

All hourly employees must record the hours worked including paid time off, and have their School Administrator/Department Manager approve the completed time worked. All exempt employees are required to report all paid time off (PTO).

## Time Records

It is of utmost importance that timesheets are filled out properly with the correct associated information. The following rules apply to completing time records:

- You are not permitted to work "off the clock," including working through meal breaks or after scheduled work hour.
- You must accurately record all hours you spend on the job performing assigned duties.

- You are not authorized to work through scheduled meal breaks.
- Not accurately reporting PTO is a violation of Company Policy, and could constitute stealing. Supervisors must verify the employee has the PTO available, approve, and sign off on the PTO request form.
- Compensatory time off is not permitted.

The SOA for each school is responsible for accurate reporting and maintenance of documented time record and pay reports. It is the employee's responsibility to ensure his/her accurate time has been provided to the SOA at the schools or through the employee's manager at Support Center. Altering, falsifying or tampering with time records, or recording time on another employee's time sheet may result in disciplinary action, up to and including termination.

## **WORK HOURS**

### **Work Schedule**

The normal work schedule for most full-time employees is 8 hours a day, 5 days a week. School Administrator/Department Managers will advise employees of the time their schedules will normally begin and end. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

It is recommended that hourly employees report to work no more than 15 minutes prior to their shift start and clock out within 15 minutes of their shift end unless pre-approved to work overtime.

Attendance is a major concern and is a major part of your performance. Students and fellow employees rely on you to be at work on time every day. If you become ill, you must contact your School Administrator/Department Manager in advance. Contact means speaking directly with your supervisor, not just leaving a message. Failure to report into your School Administrator/Department Manager for 3 consecutive days constitutes job abandonment.

### **Overtime**

When operating requirements or other needs cannot be met during regular working hours, employees will be given the opportunity to volunteer for overtime work assignments. If not enough people volunteer to meet work needs, employees may be required to work overtime. All overtime work must receive the School Administrator/Department Manager's prior authorization. Overtime assignments will be distributed as equitably as practical to all employees qualified to perform the required work.

## **PAY PROCEDURES**

CSUSA takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday. It is the responsibility of the employee to report any errors or concerns as soon as known.

Unless otherwise specified by CSUSA, you will be paid semi-monthly on the 15th and the last day of each month. Each paycheck will include earnings for all work performed through the end of the previous payroll period. Paychecks are two weeks in arrears.

In the event that a regularly scheduled payday falls on a holiday, employees will receive pay on the last day of work before the regularly scheduled payday. Underpayments and overpayments will be adjusted on the next pay period unless the amount creates a hardship for the employee.

### **Direct Deposit/Payroll Check**

CSUSA encourages employees to be paid through direct deposit of funds to either a savings or checking account at the bank of your choice. This can be set up during the “on-boarding” process. If unable to provide direct deposit information, the employee may be paid by an alternative pay method. If an employee selects to be paid via direct deposit, the first pay after receiving the direct deposit information will be directly deposited to the employee’s account. The employee will be able to view his/her pay stub through our Employee Portal at <https://portal.adp.com>.

### **Final Pay**

Upon termination, you will receive all unpaid wages and pay for any unused paid time off in a manner consistent with the law in the state in which you work. If, for any reason, you do not return equipment or property of CSUSA upon termination, the assessed value of the property will be deducted from the employee’s final paycheck. Be sure CSUSA has up to date address information. Benefits end on the last day of the month the employee separates employment with CSUSA.

### **Instructional 10 month employees paid over 12 months**

Upon separation of employment with CSUSA, instructional 10 month employees will receive all escrowed wages (wages accrued to pay these employees over the summer) on the employee’s final paycheck. Benefits will end on the last day of the month of the employee’s separation of employment.

### **BUSINESS-RELATED EXPENSE REIMBURSEMENT**

Your duties as an employee may require you to travel. The Travel and Expense Policies set the guidelines on acceptable travel and business expenses, expense reports and the approval process. All expenses should cover the employee’s actual reasonable expenses while conducting business away from home on behalf of the Company or as associated with a business event. No personal expense should ever be charged to the Company. You are responsible to know the limits of the Travel and Expense Policy. Seek the proper advanced approval through your School Administrator/Department Manager.

Submit your travel expenses on the approved expense report along with all original receipts. For further information, review the Travel and Expense Policy.

### **Travel**

Employees whose travel plans have been approved are responsible for making their own travel arrangements. All travel arrangements must be inputted into CSUSA’s authorized travel service.

Employees who are involved in an accident while traveling on business must promptly report the incident to the Workers’ Compensation Division. Vehicles owned, leased, or rented by CSUSA may not be used for personal use.

With prior approval, employees on business travel may be accompanied by a family member or other persons, when it does not interfere with the successful completion of business objectives. With prior approval, employees may be permitted to combine personal travel with business travel. Additional expenses arising from such non-business travel are the sole responsibility of the employee.

Employees should contact their School Administrator/Department Manager for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

Please note that employees must provide itemized business receipts in order to be eligible for reimbursement. Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee for business purposes, can be grounds for disciplinary action, up to and including termination of employment.

**PROFESSIONAL MEMBERSHIPS**

Professional employees are encouraged to become members in Professional Organizations and to actively participate.

With prior management approval, CSUSA, in its sole discretion, may pay membership dues and other associated fees for professional memberships.

**TRAINING**

**Conferences, Short Courses, Seminars**

In its sole discretion, CSUSA may pay all or a portion of the cost for job related approved conferences, courses and seminars. All attendees must have prior written approval by School Administrator/Department Manager and the CAO. The course must be directly related to a Professional Development Plan.

Employees are encouraged to become actively involved with professional associations to promote CSUSA as well as gain exposure by serving on boards, as officers, and by presenting technical papers. Expenses associated with mandatory company meetings are paid by the Company and follow the Support Center expense reimbursement policy.

**BENEFITS**

**GENERAL OVERVIEW OF BENEFITS**

CSUSA has established a variety of programs designed for the benefit of employees. This Handbook contains only a general listing of benefits. Your rights can be determined only by referring to the full text of the official plan documents, which are controlling and are available from the Benefits Department. To the extent that any of the information contained in this Handbook is inconsistent with the official plan documents, the provisions of the official plan documents will govern in all cases.

**ELIGIBILITY FOR BENEFITS**

At the time you are hired, you are categorized as a full-time, part-time, or temporary employee. Only full-time employees (30 or more hours per week) are eligible for the benefits outlined in this section. The following table shows when benefits begin for full-time eligible employees. The company may change eligibility and waiting periods, as the needs of the business require.

Waiting Period for Benefits		
Benefit Type	All States Except Indiana	Indiana
Medical	60 days of Service	1st of the month following 60 days
Dental	60 days of Service	
Vision	60 days of Service	
Disability	60 days of Service	
Life	60 days of Service	

Flexible Savings Account (FSA) & Health Savings Account (HSA)	60 days of Service	
Employee Assistance (EAP)	Date of employment all employees	

State	401K	401K Eligibility Date	Pension	Pension Eligibility Date
Florida (all eligible staff)	Yes	1 <sup>st</sup> day of quarter after 60 days of employment	No	
Louisiana	Yes	1 <sup>st</sup> day of quarter after 60 days of employment	No	
North Carolina	Yes	1 <sup>st</sup> day of quarter after 60 days of employment	No	
Indiana	Yes/No	(both available, but can only join one)	Yes	Upon Hire
Leadership Positions	Yes	1 <sup>st</sup> day of quarter after 60 days of employment	Yes	Upon Hire
Instructional Positions	Yes	1 <sup>st</sup> day of quarter after 60 days of employment	Yes	Upon Hire
Non-Instructional Positions	Yes	1 <sup>st</sup> day of quarter after 60 days of employment	Yes	Upon Hire
Illinois	No		Yes	Upon Hire
Leadership Positions	No		Yes	Upon Hire
Instructional Positions	No		Yes	Upon Hire
Non-Instructional Positions	Yes	Upon Hire	No	
Georgia	No		Yes	Upon Hire
Leadership Positions	No		Yes	Upon Hire
Instructional Positions	No		Yes	Upon Hire
* Non-Instructional Positions	Yes/No	1 <sup>st</sup> day of quarter after 60 days of employment	Yes/No	Upon Hire

**Georgia Pension:** All employees who work more the 20 hours/Week are eligible. Facilities and Food Service employees can opt out to join the 401K Plan

**Medical/Dental/Vision/Life/Disability Enrollment**

You will be notified of your benefit coverage options during open enrollment or during your 90-day probationary period.

Important: If you do not elect coverage within the first 60 days of your employment you cannot enroll in CSUSA's Insurance plans until the next open enrollment period or you have a qualifying event. You must also notify the Benefits Department within 30 days if you experience a qualifying event and want to make a change to your existing medical plan.

A qualifying event includes:

- Legal separation
- Divorce
- Death
- Termination of other employment
- Loss of other coverage
- Marriage
- Birth
- Adoption, or placement for adoption

Understand that employees will not be entitled to special enrollment if loss of coverage is the result of failure to request enrollment.

### **Reemployment**

Employees who are rehired must complete 60 days of employment in order to be eligible for benefits, unless their gap of employment is less than 30 days. Employees will be eligible for benefits the first of the month after their reemployment.

### **HEALTH INSURANCE CONTINUATION (COBRA)**

The Consolidated Budget Reconciliation Act (COBRA) is a federal law that requires most employers sponsoring group health plans to offer a temporary continuation of group health coverage when coverage would otherwise be lost due to certain specific events.

Through COBRA, employees and their qualified beneficiaries have the right to continue group health insurance coverage after a "qualifying event." The following are qualifying events:

- Resignation or termination of the employee.
- Death of the covered employee.
- A reduction in the employee's hours.
- For spouses and eligible dependents, the employee's entitlement to Medicare.
- Divorce or legal separation of the covered employee and his or her spouse.
- A dependent child no longer meeting eligibility requirements under the group health plan.

Under COBRA, the employee or beneficiary pays the full cost of health insurance coverage at CSUSA's group rates, plus an administration fee.

### **401(k) Enrollment – if applicable**

A 401(k) Retirement Savings Plan is available to qualified employees who are at least 21 years of age. Applicable employees may participate in the Plan on the next quarter after completing 60 days of service.

- The plan is a voluntary savings plan.
- Permits an employee to set aside pretax money through payroll deductions.
- Employees may contribute up to a specific dollar amount of their salary.
- CSUSA will match 25% up to the first 6% employee elects.
- CSUSA matched funds become vested 25% year over year with the total vested after 4 years.
- Employee may roll over funds from other plans at any time.

Plan documents are located on the Employee ADP Self Service Portal. School based employees may contact their SOA for Plan documents. Support Center employees may contact the Benefits Department for more information about benefits.

**Employee Assistance Program (EAP)**

This is a program designed to offer counseling and rehabilitation services to support employees, dependents and all members of your household. It offers you free 24-hour assistance.

- Emotional Well Being and Life Events
- Family and Caregiving Resources
- Health and Wellness Resources
- Daily Living Resources
- In-Person Counseling

For additional information you can find a brochure on the employee portal at <https://portal.adp.com>.

**HOLIDAYS**

Holidays and breaks observed at the school districts are not considered part of CSUSA. CSUSA grants holiday paid time off to all full-time eligible employees for the holidays listed below:

New Year’s Day (January 1)
Martin Luther King, Jr. Day (3rd Monday in Jan)
President’s Day (3rd Monday in Feb)
Memorial Day (last Monday in May)
Independence Day (July 4)
Labor Day (first Monday in September)
Thanksgiving (fourth Thursday in November)
Day after Thanksgiving
Christmas Eve (December 24)
Christmas Day (December 25)
New Year’s Eve (December 31)

If a holiday falls on a weekend, the holiday will typically be observed on Friday or Monday. CSUSA reserves the right to adjust the holiday to another day as needed for operational requirements.

CSUSA recognizes and provides the listed holidays for its employees. From time to time our services may be required on holidays and depending on the business situation, employees may be required to take an alternate day off. If certain job positions require employees to work on the listed holidays, then those employees would be granted an alternate day off.

**Holiday Policy**

Employees wishing to observe other holidays than what is listed above may consider using PTO if approved by their School Administrator/Department Manager.

**Holiday Pay Considerations**

- If a recognized holiday falls during an eligible employee’s approved paid time off (PTO), holiday pay will be provided instead of PTO benefit that would otherwise have applied, or an alternate day off as required by the needs of the business.
- Holiday pay will be calculated based on the employee’s straight time pay rate (as of the date of the holiday) times 8 hours for full-time employees.
- Employees may not elect financial compensation in lieu of taking time off for a holiday.
- Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.
- Employees must have worked or have authorized PTO on the day before and the day after a holiday in order to be paid holiday pay.
- Early release time, must be approved by the CEO and is not considered a benefit for the purpose of providing alternate time off for use of PTO.

**PAID TIME OFF (PTO)**

Full-time employees are eligible to take PTO as described in this Policy. Temporary, part-time and seasonal employees are not entitled to PTO. PTO for the calendar year or at the beginning of the school year is credited to an employee’s PTO account on the first day of each year. However, an employee is not eligible to begin utilizing any PTO until after completing 30 days of employment with CSUSA.

**Allotted and accrued (earned) PTO:**

**PAID TIME OFF**

10 Month Full-Time Employees	PTO is accrued throughout the school year. Employee must complete 30 days of employment before utilizing any PTO
12 Month Full-Time Employees	PTO is accrued from January 1 <sup>st</sup> through December 31 <sup>st</sup> for Support Center employees, and PTO is accrued from August 1 <sup>st</sup> through July 31 <sup>st</sup> for school based employees. All these employees must complete 30 days of employment before utilizing any PTO.

**PTO allocation rates are determined by length of services and by 10 Month or 12 Month Full-Time employment status:**

<b>LENGTH OF SERVICE</b>	<b>PTO 10 MONTH FULL-TIME EMPLOYEES (20 Pay Periods)</b>	<b>PTO 12 MONTH FULL-TIME EMPLOYEES (24 Pay Periods)</b>
<i>Up to and including one year (prorated based on start date)</i>	3.20 hours accrued per PAY PERIOD	5.33 hours per PAY PERIOD
<i>Beginning year 2 (after full completion of 12 months employment)</i>	3.20 hours accrued per PAY PERIOD	5.33 hours per PAY PERIOD
<i>Beginning year 6 (after full completion of 60 months of employment)</i>	3.20 hours accrued per PAY PERIOD	7.00 hours per PAY PERIOD
<i>Beginning year 11(after full completion of 120 months of employment)</i>	3.20 hours accrued per PAY PERIOD	8.67 hours per PAY PERIOD

**School Principals receive four (4) weeks PTO, Assistant Principals and Dean’s receive three (3) weeks PTO.**

### **Borrowing PTO Time**

Any employees who borrow PTO time before they have accrued it, and then subsequently his/her employment ends with the Company, then the employee acknowledges and agrees that the Company may deduct the amount equal to the borrowed PTO time from the employee's final paycheck.

### **Other PTO Time Considerations**

We rely on you to be at work as scheduled so advanced notice is important. CSUSA also provides 10-month instructional staff an incentive to not miss instructional days by providing a cash payout for unused PTO. This reduces the need for substitutes and more importantly helps provide the best quality of instruction for our students. PTO may be taken at any time during the year – but must be scheduled to avoid conflicts with other employees' PTO and work demands of the Company.

1. PTO time may be taken in pre-approved four-hour increments, OR PTO time may be taken in pre-approved full day increments.
2. Specific PTO dates should be approved by the employee's School Administrator/Department Manager at least two weeks prior to the anticipated time off, if possible.
3. Designated company holidays will not be counted as PTO if they should fall within the period of time the PTO was requested.
4. A maximum of 5 days (40 hours) of PTO can be carried over from one year to the next.
5. PTO will be scheduled in the mutual best interest of the Company and the employee. Length of service will determine priority for PTO in the case of conflicts.
6. Ten month instructional exempt staff only may opt to cash out PTO days at the end of the school year of up to 8 days (64 hours). Payout does not exceed \$90.00 per day and total payout including carry over cannot exceed 104 hours (13 days). All carry over days are paid out at \$90 per day regardless of the reason for the payout request (separation of employment or request at the end of the school year).
7. In the case of termination, PTO taken and not earned will be credited back to the Company on the final paycheck. PTO accrued and not taken will be paid out on the final paycheck at the employee's hourly rate (excluding carryover and end of school year requests for payouts, see #6 above).

## **LEAVES OF ABSENCE**

### **FAMILY AND MEDICAL LEAVE ACT (FMLA)**

CSUSA will grant leave under the Family and Medical Leave Act (the "FMLA") to eligible employees for the following reasons:

- a serious health condition that prevents the employee from performing the functions of his or her job
- to care for a spouse, child, or parent who has a serious health condition
- the birth of the employee's child and to care for the newborn child
- placement of a child with an employee through adoption or foster care
- Generally, a "serious health condition" is an illness, injury, impairment or condition that involves:
- Inpatient care in a hospital, hospice or residential medical care facility, or
- Continuing medical treatment by a health care provider, which may include periods of incapacity of more than three (3) days involving a specific health care treatment; multiple health care treatments; or incapacity or treatment for chronic, serious health conditions.

### **Eligibility:**

You must have completed one year of service, in which a minimum of 1,250 hours was worked. Eligible employees are generally entitled to up to twelve (12) weeks of FMLA leave during a twelve (12) month period.

### **Procedure for Requesting Leave**

A requesting employee must call The Hartford at 1-877-822-3183 and refer to Policy Number 402300. When calling in your leave request, you must state the reason for the leave and the dates for which the leave is sought. You may be required to complete a "Certification of Health Care Provider" when leave is sought due to a serious health condition or to care for a spouse, child or parent with a serious health condition.

In some circumstances, CSUSA may require a second or subsequent opinion by a health care provider at CSUSA's expense.

When the need for leave is foreseeable, such as for an expected birth or placement of a child, or because of a planned medical treatment, call in your leave request as soon as possible. If the need for FMLA leave is unforeseeable, you must notify your School Administrator / Department Manager as soon as possible after calling in your leave.

### **Compensation and Benefits during Leave:**

Employees are required to use and exhaust any accrued PTO as part of the FMLA leave. Thereafter, the leave is unpaid.

An employee on FMLA leave does not accrue PTO or other employee benefits. However, during FMLA leave, you will continue to participate in CSUSA's group medical, dental, and vision plans, under the same conditions that applied before the leave. You remain responsible for paying all of your insurance premiums. If you receive compensation during FMLA, your contribution will be deducted on a pre-tax basis from your paycheck and paid through CSUSA Pre-Tax Premium Payment Plan. If you are currently in repayment for a 401(k) loan you will be responsible for making those payments directly through the 401(k) provider.

### **Periodic Reports and Return from Leave:**

When on FMLA leave, you may be required to report periodically to The Hartford on your status and intent to return to work. If your circumstances change, or you need to leave for a new reason, notify The Hartford as soon as possible. If you wish to return to work before the end of a scheduled leave you must notify The Hartford at least three (3) working days in advance. Before returning from leave, you will be required to provide written certification from a health care provider that you are able to resume working with no restrictions.

### **Restoration to Employment Following Leave:**

Upon conclusion of FMLA leave, CSUSA typically will restore the employee to their original position. If the position has been filled or eliminated, generally CSUSA will restore the employee to an available, equivalent position, as determined by CSUSA.

### **Qualifying Exigency Leave:**

For eligible employees, up to 12 weeks of unpaid leave, in a 12-month period, is available for an eligible employee where the employee's spouse, son, daughter or parent is on active military duty or call to active duty status, and leave is needed for a "qualifying exigency".

A "qualifying exigency" is:

- a) Short notice deployment;
- b) Military events and related activities;
- c) Childcare and school activities;
- d) For the purpose of making financial and legal arrangements;
- e) Rest and recuperation;
- f) Post-deployment activities; and/or, g) Additional qualifying activities.

The "rolling backward" method used for measuring "Basic Leave" is also used to measure the 12-month period for "Qualifying Exigency Leave."

#### **Covered Service Member Care Leave**

Leave is available for an eligible employee to care for a spouse, child, parent or next-of-kin who is a current member of the Armed Forces, including a member of the National Guard or Reserves, or a member of the Armed Forces, National Guard or Reserves who is on the temporary disability list, and who has a serious injury or illness incurred in the line of duty for which he or she is undergoing medical treatment, recuperation, or therapy; or, otherwise in outpatient status; or, otherwise on the temporary disability retired list.

Next-of-kin of a covered service member is the nearest blood relative other than the covered service member's spouse, son, or daughter, unless the covered service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes military caregiver leave under the FMLA.

For covered service member Care leave only, an employee is entitled to 26 workweeks of leave during any single 12-month period measured on a "rolling forward" basis. Service member care leave measured on a rolling forward basis will be measured using the 12-month period forward from the date of the employee's first instance of service member Care leave.

#### **Computing FMLA Leave**

For the purposes of calculating FMLA, CSUSA determines the 12 weeks of FMLA entitlement as a "Rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

#### **Personal Non-FMLA Leave of Absence**

If applicable law permits, CSUSA may, in its sole discretion, provide leaves of absence without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations.

As soon as eligible employees become aware of the need for a personal leave of absence, they should request a personal non-FMLA leave of absence providing a full explanation of the circumstances, in writing, to their School Administrator/Department Manager and at least two weeks before the start date of the leave of absence.

Personal non-FMLA leave of absence is provided without pay. Any available paid time off must be exhausted first.

#### **Duration of Personal Non-FMLA Leave of Absence**

Personal non-FMLA leave of absence may be granted for a period of up to 90 calendar days every 3 years. If the initial personal non-FMLA leave of absence proves insufficient, the Company, in its sole discretion, may consider, upon receipt of a written request for one single extension of no more than 90 calendar days.

### **Requests for Leave**

Requests for personal non-FMLA leave of absence will be considered in the Company's sole discretion and is based on a number of factors, including, but not limited to, anticipated workload requirements and staffing considerations during the proposed period of absence. Personal non-FMLA leaves of absence will not be granted if it places an undue burden on the Company, or if it conflicts with the Company's work schedule demands.

### **Benefits during Leave**

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits may be provided by the Company until the end of the month in which the approved leave of absence begins. Subject to the terms, conditions, and limitations of the applicable plans at that time, the Company may continue to pay Company-paid benefits. However, the employee must pay 100% of his/her portion of insurance premiums in advance to the Company. Failure by the employee to pay his/her portion up front may result in a loss of benefits.

When an employee returns from a personal leave of absence, benefits will again be provided by the Company according to the applicable plans.

Benefit accruals, such as PTO or holiday benefits, will be suspended during the employee's leave of absence.

### **Other Employment**

Outside employment during your leave period is strictly prohibited and may result in disciplinary action, up to and including immediate termination.

### **Reinstatement**

When a personal non-FMLA leave of absence expires, every reasonable effort will be made to return the employee to the same position, if it is available, or to a similar available position for which the employee is qualified. However, the Company cannot guarantee reinstatement in all cases.

If the employee fails to report to work promptly at the expiration of the approved leave of absence period, the Company will consider the employee as resigned from his/her employment.

## **OTHER TIME OFF**

### **Bereavement Leave**

Full-time employees are allowed up to 3 days off with pay in the event of a death in the immediate family. (For out of state funerals, your School Administrator/Department Manager may approve more time.) Please notify your School Administrator/Department Manager as soon as possible if you need to take bereavement leave.

For the purposes of this Policy, immediate family is defined as father, mother, sister, brother, spouse, child, step-child, mother-in-law, father-in-law, grandparents, grandchildren, sisters- or-brothers-in- law.

Time off without pay may be granted at the discretion of your School Administrator/Department Manager to attend the funeral of other relatives or friends. You have the option of using any available paid time off in these instances.

### **Jury Duty/Court Duty**

CSUSA encourages employees to fulfill their civic responsibilities by serving jury duty or appearing in court as a witness when subpoenaed.

### **Pay Considerations**

Jury/court duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence, minus the jury duty pay awarded by the court.

### **Procedures**

Employees must show the jury duty summons or subpoena to their School Administrator/Department Manager as soon as possible so that the School Administrator/Department Manager may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

While on jury duty, and particularly while on standby status, you are expected to work as much of your regularly scheduled workday as the jury duty reasonably permits. In the event you are excused from jury duty on a scheduled workday, you are required to contact your School Administrator/Department Manager and be prepared to report to work as soon as possible. Either the Company or the employee may request an excuse from jury duty if, in the Company's judgment, the employee's absence would create serious operational difficulties. CSUSA will continue to provide health insurance benefits for the full term of the jury/court duty absence. Paid time off and holiday benefits will continue to accrue during jury/court duty leave.

### **Voting in Elections**

CSUSA wants to make sure you have the opportunity to vote in national, state, or local elections. If your working hours make it impossible for you to get to the polls before or after work, please talk to your School Administrator/Department Manager beforehand. If it is necessary, you can adjust your working hours in order to get to the polls as long as it does not interfere with your job performance.

Employees who are assigned to a location outside of their voting precinct are encouraged to vote by absentee ballot.

### **Military Leave**

CSUSA will grant a military leave of absence without pay to an employee who is inducted into the armed forces or who has reserve duty or National Guard obligations. Upon completion of duties, the employee will be reinstated into his/her former position or into another position of equal pay and status, consistent with applicable laws.

### **DOMESTIC VIOLENCE LEAVE**

CSUSA's leave of absence policy for victims of domestic violence is in compliance with state law.

Eligible employees may receive up to three (3) working days of leave in a twelve (12) month period (defined as a rolling period of time) if he/she or a family or /household member is a victim of domestic violence. The Company may require documentation or substantiation of the act of domestic violence of domestic violence may be required (e.g. copies of restraining orders, police reports, orders to appear in court, etc.).

The employee must have been employed for at least three (3) months and must provide the Company with advance notice of the leave, except in cases of imminent danger to the health and safety of the employee or his/her family member. The Company will allow the employee to choose whether to exhaust any available PTO time or take this leave without pay.

## WORKERS' COMPENSATION

CSUSA provides a comprehensive workers' compensation program. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, the workers' compensation program can provide compensation benefits after a short waiting period. All approved medical expenses are covered immediately. Employees who sustain work related injuries or illnesses must inform their School Administrator/Department Manager, or Employee Services immediately. All employees will be provided care, first aid and emergency service, as required for injuries or illnesses while on Company time. Employees should contact their School Administrator/Department Manager, and/or 911 in the event of an accident or emergency.

No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will assist an eligible employee to qualify for coverage as quickly as possible. Failure to report accidents is a serious matter as it may preclude an employee's coverage under workers' compensation insurance.

### Return to Work Policy

If the employee is unable to perform the regular work activity, the physician may be expected to release the injured employee to work with temporary medical restrictions, as soon as medically advisable. Your School Administrator/Department Manager, the Workers' Compensation insurer, the Doctor, and you will be expected to take an active role in assisting you to regain productive work status as soon as possible. Employee Services will also assist in identifying suitable transitional work assignments, as needed, to reduce lost time. CSUSA will work closely with the workers' compensation insurance carrier and your doctor to develop a suitable return to work plan.

Through this joint effort, we aim to help employees recover as soon as possible, allow employees to minimize wage loss, gain production instead of lost time, and help to control overall Workers' Compensation costs.

Transitional work may be offered on a case-by-case basis, depending on the employee's medical needs and restrictions, among other factors. The transitional work may be offered for a limited period of time, at the discretion of the CSUSA.

*End of Document*

# SCPCSD Required Documents