



SOUTH CAROLINA  
DEPARTMENT OF EDUCATION

**South Carolina  
Public Charter School Application**

**Cover Page**

## Applicant Information

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City: Columbia  
State: S.C.  
Zip Code: 29201  
Name of Applicant Group: CDCSC Committee  
FEIN: [Click here to enter text.](#)

## Contact Information

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Enter the name and contact information for the person to be contacted regarding this application.

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## Additional Information About Proposed Charter School

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Grade levels during opening year: K-10  
Grade levels at full student matriculation: K-12  
Sponsor Name: Erskine College

## **Executive Summary:**

The mission of Clear Dot Charter School Columbia (CDCSC) is to support the development of Globally Competent Students.

The vision of the CDCSC Founding Committee is to create Clear Dots of education on our global map. Clear Dots of education meaning that we wish to provide students with an LEED certified school where we focus on the 3 dimensions of Global Competency: knowledge & understanding; communication skills; and attitudes & values.

3 dimensions of Global Competency		
Knowledge and Understanding	Communication Skills	Attitudes & Values
Core Curriculum	Communicate in more than one language	Openness toward others
Language Arts	Communicate effectively with people from other cultures	Respect for cultural otherness
Math	Comprehend the thoughts, beliefs and feelings of others	Global-mindedness
Science	Ability to be flexible and to change ones thinking/perspective	Responsibility for one's own actions
Social Studies	Ability to analyze and think critically	Value human dignity
Global Issues	Ability to empathize	Value cultural diversity
Cultural Awareness		
Wellness Literacy		
World Commons Knowledge		

CDCSC believes that a Globally Competent Student excels academically, *because in order to be Globally Competent, a student must have knowledge and understanding of the core and electives curriculum which includes cultural awareness, wellness literacy and world commons knowledge.* Additionally, a Globally Competent student displays effective communication skills, attitudes and values for living in our 21st Century global society.

CDCSC intends to open, Kindergarten to 10<sup>th</sup> grade, with 500 students and will add grades/classes each year to ultimately serve approximately 1300 students in grades K-12 in year 6. The campus will be as unique in design as the program, as the two must go hand-in-hand. Open concept classrooms with learning corridors, outdoor learning space, and working garden/farm. We realize that we may be operating in an urban community, so we are fully prepared for a roof top garden; indoor play places and interior parking garage.

The CDCSC Committee believes that Columbia is in need of a program that offers 21<sup>st</sup> century skills education that will improve academic achievement and will seek to close achievement gaps. The intention is to serve as a commuter school to families, who live, conduct business, work and/or attend school in downtown Columbia. Research indicates children whose families stay involved in their education perform better in school, have increased attendance and higher self-esteem. Providing this unique K-12 educational program will allow families that live, work and/or attend school in downtown Columbia to easily attend school events, parent-teacher conferences, volunteer and enjoy lunch with their child(ren).

## **How will CDCSC achieve Academic Excellence and Global Competency?**

CDCSC believes that Academic Excellence can be achieved through expanding the definition of Academic Excellence to also include, Global Competence.

The CDCSC believes that the program designed to combine these two concepts will increase academic achievement & close achievement gaps as it will increase student and teacher engagement and will create high standards for academics and social-emotional skills.

The school will closely monitor student progress using a variety of assessment tools, making adjustments as needed and individualizing student instruction. CDCSC will ensure equal access to all students. Teachers will learn to “Globalize” lessons using strategies learned through training with the Center for Global Education and students will attend electives courses that have been selected based on their relationship to the development of a Globally Competent Student.

As part of a school improvement initiative, CDCSC will continually improve school operations and will reach out to the surrounding districts to collaborate best practices and to facilitate open communications.

### **CSCSC Board/Committee:**

The CDCSC Board/Committee are South Carolina residents that are interested improving the educational system in South Carolina and believes that by starting in the State Capital City this program will bring innovation to education by offering a unique choice that supports strong academic foundations; social tolerance; health life choices; family connections; and a global perspective. All Board/Committee members have been involved in the educational system at some level, from District Superintendent to Teacher and many have been business leaders in the local community.

The Board/Committee is working closely with a support team that shares this same vision. Academica South East and the Asian Society, Center for Global Education, International Studies Schools Network are working closely with the Board/Committee to ensure that the school becomes a success.

The Board/Committee chose Academica because of the company’s core beliefs. Academica is an Education Support Service Provider whose founding mission is to facilitate the charter school Governing Board’s vision. Additionally, Academica leaders have a passion for educating minority populations and have a strong interest in ensuring that all families have educational choice. Supporting strong, academically and financially successful schools is a win-win for the education system as a whole. Academica has provided support services to charter schools for over 20 years and currently supports over 150 schools and over 80,000 students in Florida, Hawaii, Texas, Utah, Washington D.C., California, Colorado, and Nevada. This fall schools in Georgia and Alabama will open and Academica is working with teams in several other states to open high quality public charter schools.

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## I. Educational Plan and Capacity

### 1. Evidence of Need and Community Support:

CDCSC Columbia (CDCSC) will provide a unique educational alternative to families in Columbia, South Carolina through the use of an integrated program to achieve Academic Excellence and Global Competence. CDCSC plans to create a “Commuter School” that supports families living, working and going to school in the downtown Columbia Area. We believe that families and the downtown Columbia community will benefit as a whole from a school that enrolls students from anywhere in the Columbia Metropolitan area. In addition to providing an alternative neighborhood school, the CDCSC’s vision is to create partnerships with local business and provide parent involvement opportunities that are more convenient when a student goes to school near their parent’s place of employment/educational institution.

The CDCSC Committee determined that there was a great need for a plan that:

- Supports strong academic standards;
- Offers a progressive education approach;
- Incorporates Global Competence;
- Encourages parental involvement;
- Provides opportunities for students to learning using different learning styles;
- Educates students in an Eco-Friendly, environmentally conscious school;
- Meets the needs of families who live and work in downtown Columbia;
- Works to close the achievement gap;
- Addresses the needs of minority students;
- Provides exception education for exceptional education students;

Evidence of Need: In the process of determining the proper location for CDCSC, several objectives were considered to determine the area of Columbia in the most need of school choice. It was determined that downtown Columbia, located within the Richland One School District (R1), was the area in the most need for a number of reasons as stated here:

- **Provide Innovation:** South Carolina does not have a global competency school or program currently in Columbia.
- **Improve Student Learning:** After reviewing data for both Richland County School Districts, all five Lexington County School Districts and the State of South Carolina, the CDCSC Committee determined that there was an opportunity to improve student learning. The school will focus on increasing student achievement, closing achievement gaps, and increasing graduation rates.
- **Increase Opportunities for Students:** New learning opportunities will be provided through the offering of a unique program that address the concept of Global Competency. Additionally, CDCSC is working with several early child care centers in downtown Columbia to provide a high quality feeder school program to students enrolled in the downtown area.
- **Provide New Professional Opportunities:** CDCSC will offer new professional opportunities through the unique program offering and staff development training that will be provided through various entities, to include ISSN and Academica. Additionally, CDCSC will strive to hire a teaching population that is in line with the student population that it serves.

Evidence of Support, Community Member Support & Outreach: CDCSC reached out to the local delegation & community stakeholders in an effort to collaborate with the vision of the City of Columbia and to assist the Richland One district with their educational long range plan. Emails and phone calls were made to establish meetings and the following face to face or phone conferences have occurred to date:

- Frank Krause- Columbia Chamber
- Fred Delk- Executive Director, Columbia Development Corp.
- Ryan Coleman- City of Columbia Office of Economic Development, Director
- Sam Davis- Columbia City Council, District 1
- Howard Duval- Columbia City Council, At-Large
- Tameika Issac Devine- Columbia City Council, At-Large
- Craig Witherspoon- Richland School District One, Superintendent
- Stephen Benjamin- City of Columbia, Mayor
- Michael Bishop- Town of Springdale, Mayor
- Benjamin Sease- SCDOE Farm to School Coordinator
- Laura Lester- SCDA Executive Director, SC Soybean Board/Committee
- Katie Pfeiffer- SCDA Farm to School Coordinator
- Kayla Audette- SCDOE School Transformation
- Carol Aust- Public Charter School Alliance of SC, Acting Director
- Vamshi Rudrapati – Erskine Charter School Institute Director
- Elliot Smalley- SC Public Charter School District, Superintendent
- Dana Abbott- SC Public Charter School District, Chief of New Schools & Accountability

\*\*\*\*Meeting requests have been made with all Columbia City Council members, all Richland One District Board/Committee Members, Richland County Council Members & Local Legislators.

CDCSC Legislators for address 2222 N. Main Street, Columbia, SC. 29201:

United States Senators

Senior- Lindsey O. Graham  
Junior- Timothy E. "Tim" Scott

United States Representative

District 6- James E. "Jim" Clyburn

South Carolina State Senator

SC Senate District 20- John E. Courson

South Carolina State Representative

SC House District 74- J. Todd Rutherford

Richland County Council:

- Vice Chair Bill Malinowski, District 1;
- Chair Joyce Dickerson, District 2;
- Yvonne McBride, District 3;
- Paul Livingston, District 4;
- Seth Rose, District 5;
- Greg Pearce, District 6;
- Gwendolyn Kennedy, District 7;
- Jim Manning, District 8.
- Calvin "Chip" Jackson, District 9;
- Dalhi Myers, District 10;
- Norman Jackson, District 11

Columbia City Council Members:

- Sam Davis, District 1
- Edward H. McDowell Jr., District 2
- Moe Baddourah, District 3
- Daniel Rickenmann, District 4
- Tameika Issac Devine, At-Large
- Howard E. Duvall Jr., At-Large

Richland One School Board/Committee Members:

- Cheryl Harris, Chairwomen
- Jaimie L. Devine, Vice Chair
- Lila Anna Sauls, Secretary-Treasurer
- Dwayne Smiling, Parliamentarian
- Aaron Bishop
- Darrell Black

- Beatrice King

CDCSC has attended and/or will attend the following community meetings, informational sessions, meetings & relevant conferences:

- The Real Business Women of Columbia- March 29, 2017
- Small Business Conference- May 4, 2017
- Mayors Bike Walk Summit- May 4-5, 2017
- South Carolina Leadership Conference: April 12-13, 2016; March 28, 2017;
- South Carolina Agribiz Expo, Florence, January 17-18, 2018.
- National Green Schools Conference, Atlanta, March 21-22, 2017; Denver, May 3-4, 2018.
- National Charter School Conference, Washington D.C. June 11-14; Austin, TX , June 17-20, 2018.
- Legislative Luncheon thru Palmetto Conservation May 3, 2017.
- Senate Meeting, November 8, 2017
- SC School Choice Rally, January 25, 2017; January 24, 2018.
- SC Charter School Application Technical Assistance Training: October 10, 2017; December 15, 2017.
- SC State Board/Committee of Education Meeting, November 14, 2017

CDCSC Community Information Program: CDCSC created a Community Information Program and collaborated with Midlands Tech, Benedict College and the University of South Carolina to hire part time employees to learn about the Charter Schools in general and more specifically, the Clear Dot Program. Additionally, posters advertising the program were placed in 35 businesses located in downtown Columbia. Four volunteers joined the team to gather information regarding the community interest in the CDCSC program. The names of the interns are listed below:

- Farsheed Umari, Midlands Tech, Pre-Pharmacy
- Rozanna Akesson, Midlands Tech, Accounting
- Maggie Lowery, USC, College of Education
- Joseph Smith, USC, Department of Exercise Science

These volunteers attended local events, churches, and other public gathering places to collect data using a CDCSC created questionnaire. This questionnaire, used for polling, advertising and educational purposes, has been provided in Appendix C.



Community Connections: CDCSC has reached out through face to face meetings with local businesses operating in the downtown Columbia area and received positive feedback and support from all of the following businesses.

- Aircraft Maintenance Services, Inc-Frank Shumpert, Owner
- AMI Supply-Danny Woodruff, Owner
- April's Yoga/Yoga Cheer- April Glenn James, Owner
- Benedict College
- Bowers Farm- Brandon Bowers, Owner
- BP Skinner Clothiers- Brent Skinner, Owner
- Bright Horizons- Latifah Long, Director
- Carolina Fire and Safety- Ginger Hagen
- Carolina Pride Pastures
- Casa Linda Restaurant- Victor Villegas, Owner
- CBD Concrete-Chris Hill, Owner
- City Art, Wendyth Wells, Owner
- City Roots, Erin Eisele-Programs and Communications Manager
- Clark's Auto Care-Chris Clark
- Columbia Museum of Art
- Complete Car Care, Bryan Bouknight
- CPR Performance-Charles Potter, Owner
- Cup Cake Down South
- D's Wings, Bill Rentz, Owner
- Dano's- Dan Scheel, Owner
- Dick Smith Ford, Lee Gilliam, Finance Manager
- Doug's Machine Shop-Kevin Richburg
- First Step Consultation- Patrik Schneider, Founder
- Freshly Grown Farms
- Howard Farms- Chip Howard, Owner
- Image 360 Graphics
- Indian Palace Food Truck- Vinish Sandupatla, Owner
- Lourie Center-Sandra Owensby, Director
- Love Chevrolet- Michael Love, Owner
- Magnobrain- Nicola Clarke-Morgan, Director of Marketing & Customer Relations
- Marble Slab Creamery- Samatha Ferrell, Clerk
- Martin Arts & Crafts
- MB Kahn Construction- Rick Ott, Senior Executive Vice President
- McCay Kiddy Accounting- Melissa Kiddy, Owner
- Midlands Tech
- Miss Cocky, Candice Meder
- Muffler Shop-Chris Tooten, Owner
- Nexsen Pruet- David Gossett, Member
- Number One T's- Michael Howard, Owner
- Palmetto Pro Tint-Rick Eaton, Owner

- Penny's Naturals- Tommy Copeland & Penny Calcina
- Pink Lotus Yoga Center- Nicole Zimmer, Owner
- Pott's Landscaping-Jason Potts, Owner
- Reclaiming Fallen Trees- Stephen Owen, Owner
- Richland County Library-Melanie Huggins, Director
- Richard's Automotive-Richard Lee, Owner
- River Runner Outfitters- Jesse Koch, Manager
- Saki Tumi-Dave Shaw, Owner
- SC Agritourism Association
- Shops on Main
- Smoothie King- Lilly Strickland, Clerk
- Snap On Tools-Bryan Martin, Owner
- South Carolina Chamber of Commerce
- South Carolina Charter School Alliance
- Sunday Main Street- Heidi Dunn Reidman, Owner
- The Backpacker, Malcom & Lewis Jones, Owners
- The Good Life Restaurant
- The Peanut Man- Zachary Mill
- The Seasoning Lady, Chef Denise Taylor
- The Traveling Penny
- The UPS Store on Gervais
- Torque Converter Services-Cameron Branham, Owner
- Truesdale Barkery- Kristina Truesdale, Owner
- Uniquely Creative by Design MC- Mary Catherine Kunze, Owner
- University of South Carolina College of Education
- University of South Carolina W. Gordon Belser Arboretum- Dr. Pat DeCoursey, USC Department of Biological Sciences & Gail Wojtowicz, Arboretum Manager
- Uptown Boutique
- Village Idiot-Bryan and Kelly Glynn, Owners
- White Hall Furniture
- Whole Foods
- Tangible Treasures-Mary Salley, owner
- Simply Citrus Nursery-Ben Salley, Owner
- Wingard's Nursery-Margie Bach

In addition to the business named above that are in support of the school. A copy of the community survey has been provided in Appendix C along with letters and signature pages for support of the school.

### **Plan to Engage Family Involvement in the Life of the School:**

Easy Access: The location of CDCSC is intended to create opportunities for families to be more actively engaged in the life of the school. Relevant findings are listed below:

- Research from the SC Department of Transportation shows heavy traffic volume on roads leading to and from downtown Columbia.  
<http://www.scdot.org/getting/annualTraffic.aspx>
- According to the US Census, the average commute to work in Columbia is 21 minutes.  
<https://www.census.gov/quickfacts/fact/table/richlandcountysouthcarolina/PST045216>
- According to an article in the State Newspaper, “nearly 134,000 vehicles driven by commuters and cargo haulers travel through Malfunction Junction daily” referring to the I-20, I-26, 126 exchange used by Columbia workers.  
<http://www.thestate.com/news/local/article174241751.html>
- The Columbia Area Congestion Management Process indicates that a traffic mitigation includes reducing the number of trips traveled.

The CDCSC Board/Committee/Committee believes that families will become more involved in the life of the school if their child(ren) attend school in close proximity to their place of employment or school. Families often travel long distances to work/school, leaving their children behind to attend neighborhood schools. CDCSC gives families the option of bringing their child(ren) with them on their commute which provides them easy access to participate in school activities. The proposed school site, discussed in the Facilities section of the application, is along a major road in downtown Columbia that provides easy access for families.

Benefits of Work/School Proximity: Leaving a child behind can be stressful for families as students are often left unattended because before and after school programs may not be able to accommodate the hours of commuting parents. Sick children and emergency situations are another source of family stress when leaving students behind. Families that work or attend school close to their child’s school benefit from:

- easily attending parent teacher conference;
- ability to volunteer during, before or after the work day;
- reducing the number of trips driving in and out of the city;
- opportunity to have lunch with their child;
- family unity and communication during daily travel;
- after work/school access to downtown events, restaurants and shops.

An unintended consequence of developing a high quality choice program in downtown Columbia could also be that families may choose to re-locate into the downtown area.

CDCSC Community/Family Connections: CDCSC plans to create an environment for community and family involvement. The school will have an organic garden/farm and will host events and workshops taught by instructors and students. As described in the Curriculum Section of this application, the school will host an annual garden day in April, in conjunction with Earth Day. This event may be attended by the community and developed into a large educational event.

CDCSC plans to create a student mentoring and business collaboration program where students are paired with business and community members who give personalized attention, guidance and possibly career internships. Mentor sessions will be held on a regular basis at school where mentors and students will participate in career ready, team building, and soft skills preparatory exercises.

CDCSC will be partnering with community groups, service groups, city agencies, and universities to host valued endeavors in the school building. This may include adult educational programs, seminars, community meetings and information sessions.

CDCSC plans to work with local restaurants to host downtown family nights in an effort to generate business for local restaurants and to raise funds for the school. Keeping families in the downtown area will boost business for local shops and restaurants.

Marketing/Recruitment: CDCSC will continue to conduct marketing efforts as seen in the summary below. CDCSC markets through a wide variety of venues to reach students from all demographic backgrounds. It is assumed that 50% of the student body will come from the Richland One School District; however, a recruitment plan to reflect the enrollment composition below will be implemented.

District Enrollment Assumptions:	% CDCSC Enrollment
Richland One	50%
Richland Two	10%
Lexington One	5%
Lexington Two	20%
Lexington Three	1%
Lexington Four	2%
Lexington Five	10%
Calhoun	2%

Multi-Media Marketing: CDCSC set up a website <https://www.cleardotcharterschool.org/> and Facebook <https://www.facebook.com/ClearDotCharterSchool/> through which we have received numerous inquiries. CDCSC has distributed thousands of flyers to residences and businesses in a wide range of zip codes. Additionally, CDCSC is working with Heather Jensen of The State Media Corp to develop recruitment and marketing plan for the school.

Community Outreach Events: CDCSC has been net-working in Columbia since 2016 to inform families and the community about this unique educational opportunity. The CDCSC Committee has conducted several community outreach events and sent over 2000 mailers prior to the events, to generate local interest. The locations of these outreach events have attempted to reach a wide variety of family backgrounds in effort to achieve a diverse population. Events so far have included:

- Moonshiners Restaurant- (Lexington) Community Outreach Event: July 23, 2016
- Zoe's Kitchen- (Forest Acres) Community Outreach Event: October 25, 2016
- South Carolina Charter School Conference Booth: November 15-17, 2016; SC Charter School Conference Attendance: November 14-16, 2017.
- State Farmers Market- (West Columbia) Community Outreach Event: December 16, 2016
- Whole Foods Market Columbia- ( S.E Columbia) Information Session: December 13, 2016 & January 19, 2017
- Soda City 2017-(Downtown) handing out information & polling: January 21; May 6 & 13; Sept. 2 & 9; Oct. 14; Nov. 11; & Dec. 16th
- Richland County Public Library (Downtown )- Information Sessions: January 17 & 25, 2017
- Columbia International Festival-(Fair Grounds) Outreach Booth : April 1-2, 2017 & April 14-15, 2018.
- Okra Strut- (Irmo) handing out information and polling: September 30, 2017

CDCSC plans to continue seeking public events and forums to reach various communities, which will include speaking and providing information at: local churches, daycare centers; local businesses; and various service organizations.

## 2. Curriculum and Instructional Model

### Program Overview:

- **Mission:** The mission of Clear Dot Charter School Columbia (CDCSC) is to support the development of Globally Competent Students.
- **Vision:** The vision of the CDCSC Founding Committee is to create Clear Dots of education on our global map. Clear Dots of education meaning that we wish to provide students with an LEED certified school where we focus on the 3 dimensions of Global Competency: knowledge & understanding; communication skills; and attitudes & values.

3 dimensions of Global Competency		
Knowledge and Understanding	Communication Skills	Attitudes & Values
Core Curriculum	Communicate in more than one language	Openness toward others
Language Arts	Communicate effectively with people from other cultures	Respect for cultural otherness
Math	Comprehend the thoughts, beliefs and feelings of others	Global-mindedness
Science	Ability to be flexible and to change ones thinking/perspective	Responsibility for one's own actions
Social Studies	Ability to analyze and think critically	Value human dignity
Global Issues	Ability to empathize	Value cultural diversity
Cultural Awareness		
Wellness Literacy		
World Commons Knowledge		

The Globally Competent Student: CDCSC believes that a Globally Competent Student excels academically, because in order to be Globally Competent, a student must have knowledge and understanding of the core and electives curriculum which includes cultural awareness, wellness literacy and world commons knowledge. Additionally, a Globally Competent student displays effective communication skills, attitudes and values for living in our 21st Century global society.

Global Competency: Global Competence is explained by the Program for International Student Assessment (PISA)-

“Global Competence is the capacity to analyze global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective

interactions with others from different backgrounds on the basis of a shared respect for human dignity.” <https://www.oecd.org/pisa/aboutpisa/Global-competency-for-an-inclusive-world.pdf>

To become a Globally Competent Student requires a broad education that goes beyond cognitive skills learned through reading, writing, and mathematics and must include interpersonal and intrapersonal skills are required for humanity to exist in a harmonious global democracy.

The CDCSC Curriculum: The Curriculum to be followed at CDCSC has been selected after careful review of educational systems word-wide. According to the 2015 report on educational performance by the OECD and PISA assessment, the United States ranked 25th overall in academic performance, behind Singapore (#1); Finland (#5); Canada (#7); Australia (#14); and Denmark (#21). Most educational systems in the top 25 have similarities in their educational approaches. For CDCSC, several approaches have been adopted to include subject specifications, grade groupings and Global Competence.

According to the United Nations Educational, Scientific and Cultural Organization, the definition of curriculum is as follows:

“Curriculum can be envisaged from different perspectives. What societies envisage as important teaching and learning constitutes the "intended" curriculum. Since it is usually presented in official documents, it may be also called the "written" and/or "official" curriculum. However, at classroom level this intended curriculum may be altered through a range of complex classroom interactions, and what is actually delivered can be considered the "implemented" curriculum. What learners really learn (i.e. what can be assessed and can be demonstrated as learning outcomes/learner competencies) constitutes the "achieved" or "learned" curriculum. In addition, curriculum theory points to a "hidden" curriculum (i.e. the unintended development of personal values and beliefs of learners, Educators and communities; unexpected impact of a curriculum; unforeseen aspects of a learning process). Those who develop the intended curriculum should have all these different dimensions of the curriculum in view. While the "written" curriculum does not exhaust the meaning of curriculum, it is important because it represents the vision of the society. The "written" curriculum should therefore be expressed in comprehensive and user-friendly documents, such as curriculum frameworks; subject curricula/syllabuses, and in relevant and helpful learning materials, such as textbooks; Educator guides; assessment guides.”

<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/different-meaning-of-curriculum/>

Intended/Implemented/Hidden Curriculum at CDCSC: The CDCSC educational program centers around the 3 dimensions of Global Competency and can be organized as follows:

3 dimensions of Global Competency		
Knowledge and Understanding	Communication Skills	Attitudes & Values
Globalized Core Curriculum	Globalized Electives Program	One School Culture
English	World Cultures & Communication Skills	Values
Math	Wellness & World Commons	
Science		
Social Studies		

The intended curriculum for CDCSC will follow the State of South Carolina's Standards as found in state regulations and use the course selections and instructional materials as described herein.

The implemented curriculum will be assessed using the South Carolina State Assessment Tools as described herein as well as assessments provided through purchased textbook programs, school/educator based assessments and assessments generated by our affiliate organization ISSN.

The hidden curriculum can best be described by the school culture and environment in which students attend school.

CDCSC will use a One School Culture Approach:

**Attitudes and Values:**

The environment in which the school operates sets the stage for all student learnings. CDCSC believes that students should attend school in an environment that is consistent with the Attitudes and Values component of the 3 dimensions of Global Competency. The school environment should show an openness to others, respect for cultural differences, taking responsibility for one's own actions, valuing human dignity and cultural diversity. Additionally, CDCSC agrees to



follow the United Nations Global Compact which includes Human Rights, Labor, Environment and Anti-Corruption Principles to

“create a sustainable and inclusive global economy that delivers lasting benefits to people, communities and markets.” <https://www.unglobalcompact.org/what-is-gc/mission>

12 Clear Dot Tenets of a Global Citizen: CDCSC will use 12 Tenets of a Global Citizen and the Global Citizen Promise to create a positive cultures and a learning environment that supports Global Competency.

- Maintain an Expectation for Excellence
- Show Yourself and Others Unconditional Kindness & Compassion
- Use Clear Communication
- Value Multiple Perspectives
- Have Humility
- Question Prevailing Assumptions
- Remain Open Minded and Flexible to Change
- Commit to Lifelong Learning
- Be an Active Listener
- Demonstrate Resilience
- Take Responsibility for Your Actions
- Works Collaboratively

The Global Citizen Promise:

"I am a part of a living Earth and understand that we are all a part of common humanity. I promise to uphold the tenants of a Global Citizen which include striving for excellence and demonstrating resilience. I will communicate clearly, value multiple perspectives, commit to lifelong learning, and I will be an active listener. I will remain open minded and flexible to change, question prevailing assumptions and work collaboratively with others. I will show unconditional kindness and compassion to myself and others, I will have humility, and I will take responsibility for my actions."

Behavior Modification Program: CDCSC will use the Positive Behavioral Supports and Intervention program to teach behavioral expectations to students. PBSI is a team based systematic approach to teaching behavioral expectations throughout the school. PBSI is based on a proactive model which teaches behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or

may present with more challenging behaviors. The goal of PBS is to build effective, positive school environments; enhance school climate and safety; prevent problem behaviors from occurring; teach and reinforce appropriate behaviors; Increase instructional time and academic performance; enhance teacher capacity to effectively address problem behavior; create meaningful and durable behavior and lifestyle outcomes. <https://www.pbis.org/>

Mindful Mornings: Mindful Mornings takes place from 8:00-8:30 every morning. This time is held in an effort to reduce stress from the often hectic arrival to school that many students experience. Being tardy in the morning is typically not the fault of the child attending school, particularly for students who do not drive; however, being late is generally stressful for both the student and the school. To assist families with early work schedules, students can arrive as early as 7:00, free of charge, and attend the before care program where breakfast will be served daily. Students are expected to be in class at 8:00am where they have time to prepare for the day, a student planning period, which also provides a buffer before the instructional time starts for students at 8:30am. In addition to sharpening pencils, reviewing for tests and organizing items, students must participate in a 5 whole class minute meditation exercise daily. The exercise is lead through the Little Flower Yoga program or by using one of the school approved phone apps or websites.

Mindful Meals: The CDCSC mindful meals program is intended to provide students with a healthy, educational lunch period that teaches socialization skills, nutrition, manners in a calm, safe and relaxing environment. We recognize the nationwide problem of obesity and illness as it is related to diet as well as the pace at which families live their lives, often leading to eating “on the go”. CDCSC has a vision of slowing down our student’s for a 50 minute lunch were they spend lunch in their classrooms our outdoor seating area conducive to a quiet, more personal

setting. Students and teachers eat lunch together and families are invited to join students for lunch as part of our commuter approach to having families work where their children attend school. Having a small, personal lunch setting will help to eliminate food shaming, bullying and bad manners that often go on during large, unsupervised lunch periods.

CDCSC also plans to provide school food service using the National School Lunch Program and is working to coordinate with the farm to school program in South Carolina.

Program Uniformity: Keeping in mind the Attitudes and Value discussed above, CDCSC will adopt school-wide procedures that have proven to be effective in the classroom. Simple procedures like taking daily attendance, using the restroom, code of conduct etc. can take away from instructional time. Unified policies enable students and staff to learn the procedures that will not change from year to year, making implementation more successful. Grade level or subject level syllabus, reading lists, homework policies and grading systems will be determined by a committee and adopted by the Board/Committee. School-wide procedures and values and attitudes are listed here that are used to create a uniform culture for Global Competence.

Daily Schedule: The daily class schedules will meet the state requirements for educational minutes to be served for each grade; however, flexibility within the schedules will be used. An example of student schedules, a sample of the annual calendar and annual assessment calendar can be found in Appendix F.

Cornell Notes: CDCSC students will use composition books to take notes and complete homework assignments whenever possible, in replacement of workbooks. Visual motor integration skills are developed through the writing process which is an important like skill.

Careful consideration will be given to the organization of the composition books, which requires Educator supervision. Cornell Note may also be used with computer tablets.

<http://lsc.cornell.edu/study-skills/cornell-note-taking-system/>

Student Book Project: CDCSC will support students teaching students through a student book project. Through their electives program, students will work to create a book, one per grade level, which represents an area of studied interest. Writings and illustrations will be completed by the student and edited/corrected by the supervising Educator. These books will be timed for completion during the “Who Will Stand Up for the Earth Week” where they will be sold as a fundraiser. These books will also be purchased by the school to be used in the various classrooms.

Sign Language: CDCSC will use universal signs in the classrooms, consistent across campus, to convey necessary information in an effort to communicate without speaking. This is valuable in emergency situations and also keeps classroom distractions to a minimum.

Grade Groupings will be considered as follows:

- Primary Education: Kindergarten- 6th Grade
- Secondary Education: 7th -10th Grade
- Senior Education: 11th -12th Grade

Assessment Groupings: within each of the grades, students will be grouped for core instruction according to their assessment data. This allows educators to create lessons that will reach each student at their instructional level. These groupings are fluid, students may move between and among groups as needed to best meet their academic needs. Additionally, cooperative groupings and classroom “exchange” programs will be used where multi-aged/leveled students come together for learning.

Class Size: Class size is intended to be, at maximum capacity, 25 students per class, 100 students per grade, for an approximate total of 1300 students. Each K-6 learning community will have one teaching assistant per grade. The goal is to hire teaching assistants that are teachers in training and/or in the process of obtaining their certification.

Grading: CDCSC will follow the South Carolina unified grading system. The uniform grading scale was adopted by the South Carolina State Board/Committee of Education and states that all grades on both high school report cards and transcripts must be posted as numerical grades.

The grading scale is as follows:

90 to 100 = A = 4.00 points  
 80 to 89 = B = 3.00 points  
 70 to 79 = C = 2.00 points  
 60 to 69 = D = 1.00 points  
 0 to 59 = F = 0 points

Report Cards: In keeping with Richland District One, students receive report cards following the close of each nine weeks grading period. Final reports are mailed after the close of school. All students receive interim reports midway through each reporting period; however, this may be done via the school's online gradebook program. A student's final grade in a course is the numerical average of the four nine weeks grade. The numerical average is converted to the letter grade. Report cards will be issued in accordance with the annual district calendar. CDCSC may choose to design its own report card, use the report card provided by the selected grade book program, or use the district/state report card system where permitted.

Objectives and Exit Quizzes: Each class at CDCSC must begin with an objective and end with an exit quiz. The objective should be stated as the intended purpose of the lesson. At the end of each class, students must be given a quick assessment, exit quiz, to evaluate the implemented lesson.

End of Course Exams: According to Richland District One, currently, “four high school courses have a state mandated End-of-Course (EOC) Exam which counts for 20% of the student’s final grade. Middle school students enrolled in any of these courses must take the end-of-the course exams. Algebra I is the only course offered in the middle school that requires an end-of-course exam.” Currently, the four required EOC exams are: English/Language Arts: English 1; Science: Biology 1; Mathematics: Algebra 1; Social Studies: United States History and Constitution .

According to State Regulation 43-262.4, “The end of course tests shall be administered to all public school students who take a gateway course for which credit can be applied toward the requirements for a high school diploma, regardless of the grade in which a student takes the course.”

Assessment Systems to be used: (Will be updated as adoptions change)			
Assessment Program	Grades Assessed	Assessment Program	Grades Assessed
KRA	Kindergarten	i-Ready	K-12
Running Records	K-6	CogAT and IA	Grade 2
EOC Exams	6th-12th Grade	ACT	11th Grade
ACCESS for ELLs	K-12 as needed	ACT WorkKeys	11th Grade
SC Ready	3rd-8th	SCPASS	4-8th
Alternative Assessments	K-12 as needed	PSAT/SAT	9th-12th
AP Exam	9th-12th Grade	Performance Task	As selected

Graduation Requirements: CDCSC will follow the State Education Regulations 43-234 Defined Program Grades 9-12 for total of 24 high school credits.

Special Educational Programs: CDCSC will follow all student education plans, to include Individualized Education Plans, Education Plans, Limited English Proficiency Plans, and 504s. Any additional services needed to assist students in the acquisition of the English Language will be provided as required by law and South Carolina Educational Policy. A detailed plan for SWD has been provided within this application. All of the design and philosophy of this program has

taken into consideration students from all sub groups with a goal of narrowing if not closing the achievement gap.

CDCSC Extended Day Programs: Students at CDCSC will have the option to attend several organized after school programs until 7:00pm. A traditional aftercare program, school clubs and specific school programs as listed below will be offered. These school programs will cost a fee; however, scholarships will be made available when feasible. Each of the programs will have its own unique program that will be designed by the designated leader. Programs will be offered depending on student enrollment/interest.

Specific School Programs: Earth Rangers Program: This program will be made available to students in grades K-3 and will follow ideas from the program based out of Canada. Students will participate in environmentally conscious activities that will be lead by a teacher that encourages earth stewardship. Activities may include bird watching, nature walks, campus clean up, arts and crafts and/or or educational films.

Earth Ambassador Program: This program will be made available to students in grades 4-12. Students will take ownership of environmental stewardship on the school campus and may lead school sponsored activities out in the community. Recycling is just one of the many aspects and the school will work with the local solid waste authority, Pepsico recycling <https://www.pepsicorecycling.com/> and the Carton Council <https://www.recyclecartons.com/>

Model United Nations(MUN): This program will be a standing opportunity for students in grades 6-12 at CDCSC. This program takes exploring the Global Classroom beyond the school and into the community at large and even around the world. Students may attend MUN Conferences and competitions around the world. <http://www.unausa.org/global-classrooms-model-un>

Congressional Award Program: This program can be started by any student one they have reached the age of 13; however, CDCSC has provided time in the schedule for students in grades 11-12 to work toward accomplishing this goal. CDCSC believes that this program is in keeping with the philosophy of the school and provides students with an opportunity to be recognized for their achievement of becoming a Globally Competent Student. The Congressional award <http://congressionalaward.org/about/> is an award given by the United States Congress to exceptional students that excel in four areas:

- Voluntary Public Service
- Personal Development
- Physical Fitness
- Expedition/Exploration

Staff Development: CDCSC will create an annual staff development plan to assist Educators and school staff. CDCSC will use ISSN to provide staff development for curriculum implementation and Global Competence. Additional outside resources will be used to support the staff with assessments, subject area competencies, classroom management, technology implementation and any other area of need. Particular interest will be paid to literacy, linguistics, English as a second language and Exceptional Student Education (to include Gifted education) for training purposes. CDCSC will also provide onsite trainings and regular staff meetings. Educators will be provided common planning time when possible. Time will also be allocated before school starts each year for pre-school training and time for Educators to collaborate regarding the students that will matriculating from one grade to another. Special attention will be given to students with special learning plans in an effort to improve student learning.

CDCSC Core Subject Philosophies & Program Specifics:

Language Arts: Defining Literacy:



The main objective through the English Language program is to provide an opportunity for students to engage prior knowledge, encourage curiosity and questioning with the ultimate goal of literacy. “Literacy” as defined by Merriam-Webster's Collegiate Dictionary online ([www.merriam-webster.com](http://www.merriam-webster.com)), literacy means "the quality or state of being literate." Literate, according to this same source, is defined as educated, cultured, able to read and write, versed in literature or creative writing, lucid, polished, having knowledge or competence. Further discussion regarding defining literacy can be found in Appendix E

#### On Acquiring Language, the Nativist Approach to Language Acquisition:

Because our students will arrive at CDCSC from a variety of backgrounds, we decided to use the Nativist Approach to language for ALL student literacy learning. David A. Wagner, in his Paper commissioned for the EFA Global Monitoring Report 2006, Literacy for life, states, that

“While there is usually general, agreement that all official language(s) ought to be assessed in a national literacy survey (e.g., English in the United States; English and French in Canada, and German, French, Italian and Romanch in Switzerland), there may be disagreement over the assessment of literacy in non-official or semi-official languages, where these have a recognized and functional orthography (e.g., Athabaskan in Canada, or Telugu in India). In many countries, there exist a multitude of local languages which have varying relationships and status with respect to the official language(s). How these languages and literacies may be included in a national literacy survey can be a matter of serious debate. For example, in certain predominantly Muslim countries in sub-Saharan Africa (e.g., Senegal or Ghana), the official language of literacy might be French or English, while Arabic -- which is taught in Islamic schools and used by a sizable population for certain every day and religious tasks -- is usually excluded from

official literacy censuses. Similarly, literacy in Chinese, Spanish, Cherokee and other written languages have generally been ignored in literacy assessments in the United States.”

The Nativist approach best addresses this great diversity, as those taking a nativist approach to language acquisition argue that human beings are programmed to learn language as long as they have a speech community in which to use and learn their mother tongue. Noam Chomsky, considered the father of modern linguistics believes that (according to Ludescher, Nativist Theory: Chomsky and language learning -

“Children are exposed to very little correctly formed language. When people speak, they constantly interrupt themselves, change their minds, make slips of the tongue and so on. Yet children manage to learn their language all the same. He also states that children do not simply copy the language that they hear around them. They deduce rules from it, which they can then use to produce sentences that they have never heard before. They do not learn a repertoire of phrases and sayings, as the behaviorists believe, but a grammar that generates an infinity of new sentences.”

<http://www2.vobs.at/ludescher/Ludescher/LAcquisition/Nativist/nativist%20theory.htm>)

With all of this being said, it logically follows that oral language development is imperative and the first step to basic literacy. Students need to be able to listen and speak to Standard American English, defined by the American Heritage Dictionary as “the speech of educated speakers” in order to perform well on currently used standardized assessment measures. Educators must speak clearly, pronounce words correctly and use proper grammar. Students should be guided on the correct use of the English language as well and should be given ample opportunity to speak Standard American English; therefore, classrooms should not consist only of lecturing, but should give students a chance for discourse. We do not put a grade level on the learning of Standard American English, as students of all ages need and continue to need exposure to this language. Imbedded in the skills of listening and speaking is the concept of universal grammar.

Although students will learn the proper syntax of language through listening and speaking, proper written grammar is also necessary for literacy.

Consideration of the Effect of Poverty on Language Acquisition: According to the United Nations Global Compact report “The Poverty Footprint”

[https://www.unglobalcompact.org/docs/issues\\_doc/human\\_rights/PovertyFootprint.pdf](https://www.unglobalcompact.org/docs/issues_doc/human_rights/PovertyFootprint.pdf)

“Poverty is about more than monetary income. According to UNDP’s Human Development Report 2014, over 2.2 billion people, more than 15 per cent of the world’s population, are either near or living in multidimensional poverty. In Oxfam’s experience, it is a ‘state of relative powerlessness in which people are denied the ability to control crucial aspects of their lives.’ Poverty has a range of different socio-economic dimensions, including: the ability to access services and social networks and to express opinions and choice; the power to negotiate; and social status, income, and opportunities. People experience poverty when they are denied the right to livelihoods, water, education and health, protection and security, a voice in public life, and/or freedom from discrimination.”

Understanding that language acquisition is dependent upon the sources from which the language is imprinted is relevant to the necessity to teach students Formal Standard English, as is used in current standardized assessment measures. Students arrive to public schools from a wide variety of backgrounds. In 2014, 20% of public school students registered as living in poverty.

According to a report in the Stanford News:

“Fifty years of research has reveal the sad truth that the children of lower-income, less-educated parents typically enter school with poorer language skills than their more privileged counterparts. By some measures, 5 year old children of lower socioeconomic status score more than two years behind on standardized language development tests by the time they enter school.”

<http://news.stanford.edu/news/2013/september/toddler-language-gap-091213.html>

Importance of Vocabulary: Vocabulary is critical to literacy and the ability to understand the spoken and written word with fluency and comprehension. The United States National Reading Panel conducted a comprehensive literature search on teaching reading comprehension. They concluded that vocabulary knowledge was the number one factor for reading comprehension. At

CDCSC, students will be exposed to a wide variety of English vocabulary in every subject and Spanish/Latin vocabulary in their Spanish/Latin Language class. Educators are instructed to teach using “front loading” techniques that allow students not to hear a vocabulary word in isolation, but together with stimuli that mentally consolidates an understanding for the word.

Impact of Family Life on Literacy: CDCSC has also identified the importance of the family connection for student success in school. How does family life impact student performance and education? According to the U.S. Department of Education’s report, Reading Literacy in the United States 1996), students with an intact family scored higher on reading comprehension tests than students from non-traditional families. In 1997, results from research on the relationship between family structure and mathematics were posted in Sociology of Education. The findings indicated that students living with a single parent scored an average of eight percent lower than those with an intact family. An international study published in the Journal of Marriage and Family, looked at the achievement scores of over 500,000 students and Educators from the International Math and Science Study (TIMSS) and found that lower academic performance in both math and science were directly linked to families with only one parent. Finally, the Mayo Clinic lists risk factors for psychological disorders such as ODD, anxiety, depression, and ADHD. Those risk factors include: lack of supervision, lack of positive parental involvement, having parents with a severely troubled marriage.

Intended Language Arts Curriculum and Materials : The School will follow the State Adopted Reading Plan(SCSRP) in the instruction of Reading using District placement procedures for Intensive Reading and following the same frequency of delivery and timelines for progress monitoring at all Tiers of instruction. The school will use interventions; state-adopted supplemental instructional materials grounded in scientifically based reading research and

progress monitoring tools. Using the SCSRP, reading instruction will be the main focus in order to promote student achievement through mastery of the South Carolina Standards.

The SCSRP ensures that individual needs of students are being met with instructionally appropriate materials. The instructional framework provides students with the opportunity to examine subjects from multiple perspectives and through different mediums with a focus on informational and opinion/argumentation tasks. The School will continually assess the instructional materials and tools identify any gaps or needs to additional complex texts used for teaching complex comprehension tasks. To support the learning environment, every reading classroom will have classroom libraries and leveled texts appropriate for students' assessed levels.

The school's reading program will incorporate **a comprehensive plan for reading success 6 + 4 + ii + iii:**

- 6 Areas of Reading—Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension
- 4 Assessments—Screening, Progress Monitoring, Diagnosis, Outcome Measures
- ii: Initial Instruction—Minimum 90-minute reading block designed to incorporate the 6 instructional components of effective reading instruction and uses explicit instructional strategies based on students' background knowledge, motivation, and strengths and weaknesses. The reading block provides ample practice opportunities and continually makes reading and writing connections.
- iii: Immediate Intensive Intervention—Immediate, intensive intervention occurs through extended time, flexible grouping, accommodations, and requires more frequent progress monitoring

**Instructional Strategies**—In order to build skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension, the following programs will be used:

- **Differentiated Instruction (DI)**- Reading centers will be set up in classrooms that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time students are engaged in a variety of

activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulative such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches. For example during:

- **guided reading center**, students work with the teacher to read and practice the weekly reading strategies and skills using text at their level.
  - **writing center**, students are practicing their writing skills related to the week's writing focus. Students are moving through the writing process at their own pace.
  - **test prep center**, students are participating in practice of reading skills and strategies relevant to their grade level grade reading. Students work independently and alongside a teacher when it is time to review the content.
  - **technology center**, students are logging on i-Ready where they are challenged according to their reading rate and comprehension level.
- **Word Walls** - Teachers will create effective word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.
  - **Print Rich Environment** - Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to, reading materials during literacy center time within the daily reading block. Diversity of culture, interest, and genre are reflected in the available books giving students access to fiction and nonfiction text representing a range of levels, interests, genres, and cultures.

Teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and self-monitor their own comprehension.

### **Reading Curriculum Structure—The *Multi-Tiered System of Supports/Response to***

*Intervention framework* will be used as a school-wide, multi-level instructional and behavioral

system for screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Key elements of a multi-tiered system involve:

- Providing effective core instruction for all students;
- Administering high quality assessments to monitor progress and identify students and systems in need of intervention;
- Instructional use of a wide variety of complex texts to challenge student vocabulary and comprehension learning; and
- Designing and implementing interventions that are matched to student needs.

The school's MTSS/RtI Team will implement a tiered approach to instructional delivery that includes fidelity of instruction using a comprehensive core reading program and interventions of increasingly higher intensity, based on the differentiated needs of students. The RtI/MTSS at the school will provide high quality instruction and interventions matched to student needs using learning rate over time and level of performance to inform instructional decisions. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Supplemental reading resources will differentiate instruction for all students across the continuum of Tiers 1, 2 and 3.

## ***ii. Initial Instruction***

**Tier I**—The School will use the Comprehensive Core Reading Program (SCSRP), practices and supports designed to instruct students on grade level and provide initial and differentiated reading instruction based on needs of students. Instruction will build student capacity to think as they read and deepen content understanding through text-based content area instruction.

The reading block will include whole group instruction using the SCSRП and small group differentiated instruction in order to meet individual student needs. Teachers will be expected to teach reading to all students using the CCRP that is on the level of the majority of children in the

class. Instruction may include but is not limited to phonics, morphemic analysis, syntactic application, comprehension, vocabulary, and fluency.

Key components of reading courses are as follows:

- Initial instruction 30-40 minutes per day of the required 90-minute uninterrupted reading block consists of whole class or small group differentiated instruction through explicit and scaffolded modeling of strategies in instructional level text. The reading components addressed are comprehension, vocabulary, and fluency using the CCRP, SIRP and educational software programs.
- Warm-up activity will focus on daily vocabulary review and routine. The reading components addressed are morphemic analysis and syntactic application.
- Differentiated instruction will provide sample group and individual instruction, literacy centers, technology based practice, audio assisted reading, and reading strategy instruction, application, and feedback. The reading components addressed are comprehension, vocabulary, fluency, phonics, and phonemic awareness using the SCSRP, SIRP and educational software programs. These differentiated instructional strategies will allow teachers to meet the demands of the differing learning abilities in the same class. For optimal instruction, students will be grouped in various ways and in flexible setting to accommodate varying reading levels and learning styles.
- Independent reading practice period focusing on student selected texts based on independent reading levels and monitored by the teacher (WCPM fluency and comprehension) will take place. The reading components addressed are comprehension, vocabulary, and fluency using the CCRP and SIRP programs. Teachers will monitor independent reading using journals/logs, summaries, and Reading Counts quizzes. Both quantitative and qualitative measures will be considered in leveling books.
- Closing activity such as a teacher read aloud including a discussion of new vocabulary or a discussion of lesson concepts. The reading components addressed are comprehension, vocabulary, and fluency
- Students identified as struggling readers will receive appropriate intervention. The small-group, teacher-led center during the 90-minute reading block is the initial provision of intervention. Highly-qualified teachers plan and deliver intervention instruction designed to target specific student needs including explicit instruction on specific skills and the application of these skills in scaffolded, guided-reading lessons, using text at the students' instructional level and progressing to more complex text.

In addition to the 90-plus minutes, the classroom teacher, special education teacher, or reading coach will provide immediate intensive intervention to students in need as determined by assessment data.

### ***iii. Immediate, Intensive Interventions***



Students who fail to achieve required proficiency on the SC Ready or have otherwise been identified as deficient and who have intervention needs in the areas of decoding and/or fluency will continue to receive strong core instruction and receive additional supplemental instructional and behavior interventions. All immediate intervention will infuse the South Carolina Standards in Literacy across the curriculum (specifically in subject Science, Social Science, and Technical Subjects) with focus on focus on text complexity aligned to LAFS expectations and matching expected FSA samples. Students will be scheduled to attend small group immediate intensive intervention for a minimum of 30 minutes daily in addition to the 90-minute reading block during the regular school day.

Classroom infrastructure will have appropriate and adequate CIRP and SIRP materials (detailed below) to address the learners' needs. Both Comprehensive Intervention Reading Programs (CIRPs) and Supplemental Intervention Reading Programs (SIRPs) and can be used together to meet the needs of struggling readers as part of the instructional continuum of Tier 2 (strategic) and Tier 3 (intensive) intervention. Teachers will place students in intervention programs based on data.

**Tier 2**—Students whose literacy development is determined to be at risk or who are not progressing in the core curriculum, will continue to receive strong core instruction and additional supplemental interventions at Tier 2. Students will be scheduled to attend small group immediate intensive intervention for a minimum of 30 minutes daily in addition to the 100-minute reading block during the regular school day. The intervention program is designed to meet the specific diagnosed needs of each individual student. Teachers will group students according to need and place students appropriately within the intervention program/levels. These interventions are provided to students who are not achieving the desired standards through the core curriculum

alone. Tier 2 is provided in addition to Tier 1. That is, the interventions that are selected are provided in addition to core instruction (30 minutes outside the reading 90-minute reading block is allocated for Tier II Supplemental Interventions). At Tier II, ongoing progress monitoring involves reviewing group data, or data of the student's performance (formative & outcome data) at both Tiers 1 & 2. State Standardized Assessment data (Formative/Diagnostic Assessments, ELL and IEP plans) will be considered when selecting the appropriate interventions. Classroom infrastructure will have appropriate and adequate CIRP and SIRP materials to address the learners' needs.

Ongoing Progress Monitoring data will be used to modify the intervention schedules and strategies as well as to monitor fidelity of implementation. Ongoing-progress monitoring is done more frequently at Tier 2 than Tier 1 as determined by the problem solving/PS team. Data gathered through Tier 2 ongoing-progress monitoring allows the PS team to determine if any changes need to be made to the group's intervention plan or to identify individual students who continue to struggle despite Tier 1 & 2 supports. Using Response to Intervention (RtI) model, students will receive additional small group instruction that focuses on the reading skills/strategies based on the week's instruction and strategies using Tier 2 instruction. At Tier 2, ongoing progress monitoring involves reviewing group data, or data of the student's performance (formative & outcome data) at both Tiers 1 & 2.

**Tier 3**—Tier 3 intensive supports are intended for students who demonstrate more severe deficits and are not demonstrating a positive response to generally effective Tier 2 interventions. These students will require curriculum and instruction that is more explicit and intense. These interventions will be designed to meet individual student needs by identifying and

targeting the specific skill deficits of the student. The goal is to accelerate a student's rate of learning by increasing the intensity of the intervention by increasing the frequency and duration of individualized interventions, by decreasing group size, or by increasing academic engagement. Intensive individualized interventions are usually delivered in groups of no more than three students. Ongoing-progress monitoring at Tier 3 will be completed more frequently than at the other two tiers and will be aligned to the type and level of the intervention provided.

**Placement:** Students will receive 90 minutes of consecutive, uninterrupted, daily instruction in Reading/Language Arts. Students who have been identified through the RtI/MTSS process as Tier 2, will receive a minimum of 30 minutes of uninterrupted, daily, immediate intensive intervention (iii) in addition to instruction in the 90-minute block. Individual intervention beyond the initial block and iii is required for students, which have been identified through the RtI/MTSS process as Tier 3.

**For grades K-5:** The school may choose to modify time requirements in electives in order to provide these interventions, as long as students receive a minimum of 30 minutes in their electives per week. Time requirements may be modified for students requiring intervention in Tiers 2 and 3 as long as a minimum of 60 minutes of instruction is provided weekly.

**For Grades 6-8:** Per the State's K-12 SCSRP, the School will use Suggested Progression Charts to help make informed decisions about student placement in IR, IR+, IR-EN . In addition, previous assessment results, teacher judgment, and parental guidance will considered in determining placement.

#### **(4) Types of Assessment to Guide Instruction**

1. **Screening:** Students will be screened using i-Ready and any assessment mandated by the Sponsor's SCSRP.
2. **Progress Monitoring:** progress monitoring assessments include but are not limited to: SAT-10, i-Ready, Standards Assessments in (ELA), Internal Program Assessments , any District mandated progress monitoring assessments
3. **Diagnosis** to determine their specific instructional needs – iReady
4. **Outcome Measures** that guide instruction as indicated on the SC State Assessments.

**Data Collection and Analysis:** The school will compile progress-monitoring data on and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom- assessment) will be used to measure effectiveness of such. Homework assigned will reinforce reading skills taught in the classroom. Teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring.

**Administrative Support** - The administrative team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. Intensive Reading teachers will be certified, Reading endorsed, or working towards said endorsement by completing at least two courses of the six reading endorsement competencies per year.

Administrator will identify teachers in need of support and provide assistance through reading coaches, veteran teachers and the team members. ELA lead teachers and/or Reading Coaches, when applicable, will analyze progress-monitoring data on a quarterly basis. As student data is collected and analyzed, these will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).

**(Reading Leadership Team):** The School will establish a (Reading Leadership Team) with the purpose of creating capacity of reading knowledge within the school building and focusing on areas of literacy concern across the school. The principal selects team members based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year or may choose to meet more often. The team maintains a connection to the school's RtI process by using the problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The team will disaggregate student data to analyze and coordinate professional development needs of staff related to reading instruction based on student performance data. This team will develop an action plan that addresses curricular and professional development needs as they are related to the implementation of the reading plan; and plan and promote school-wide literacy events.

The principal will actively promote school-wide literacy reform by:

- Including representation from all curricular areas on the team;
- Selecting team members who are skilled and committed to improving literacy;
- Offering professional growth opportunities for team members;
- Increasing a collaborative environment that fosters sharing and learning;
- Developing a school-wide organizational model that supports literacy instruction in all classes;
- Encouraging the use of data to improve teaching and thus impact student achievement.

**Professional Development** - The School recognizes that it is important for teachers to receive regular professional development in what vocabulary and comprehension instruction they should expect to see being delivered in the ELA and content-literacy classrooms and in how to review and use data to guide their instructional decision-making. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty.

In addition, the School will promote parental and family involvement in teaching and encouraging reading, encourage family literacy practices, and communicate information regarding students' reading progress to parents. The idea encouraged will be that reading should take place in the home as well as in the classroom and parents will be encouraged to read with their children whenever possible.

The following section describes the Balanced Literacy approach to be taken by CDCSC, taking into consideration the methodology for Globalizing lessons and the underlying educational philosophy of CDCSC.

K-6th Grade English Language Instruction: In the daily schedule, 90 minutes of direct English Language instruction that is based in literature has been allocated for students in grades K-6. English language acquisition will also be incorporated into all subject areas through the use of teacher read aloud, word study in the area of specific study, shared student reading, and writing. Student lessons will be differentiated according to student reading levels which will be determined through the use of formative assessments associated with the selected reading program.

7th- 12 Grade English Language Instruction: In the daily schedule, 60 minutes of direct English Language instruction that is based in literature has been allocated for students in grades 7th-12th. English language acquisition will also be incorporated into all subject areas through the use of teacher read aloud, word study in the area of specific study, shared student reading, and writing. Additionally, student lessons will be differentiated according to student reading levels which will be determined through the use of formative assessments associated with the selected reading program.

Students in 7th-10th Grade will attend classes 5 days per week, but they will concentrate on Literacy Circles 3 days per week and Writing Workshop 2 days per week. English 1 requires the completion of an End of Course Exam which counts toward 20% of the student's final grade.

Monday/Wednesday/Friday Class: Literacy Circles will comprise the class 60 minute class period an example is as follows:

Read Aloud/Shared Reading & Group Discussion 30 minutes: The Teacher reads a portion of the text to be discussed while the students read/follow along. The text discussed was read at the end of the prior class period and assigned for independent reading at home. Student directed questions and discussion takes place and is facilitated by the teacher to encourage conversation and comprehension.

Word Study 10 minutes: Students bring out words in question from the text. The teacher facilitates discussion and a word list for study is assigned.

Independent/Group Reading 20 Minutes: Student groups and/or independent reading takes place with a section of text assigned which will be discussed at the next class period. Various questions and components of the literature are provided by the teacher for discussion.

Tuesday/Thursday Class: Writers workshop will comprise the 60 minutes of the class period.

Topics covered in the 60 minutes include grammar, orthography, composition and various forms of composition.

Students in grades 11th-12th will attend classes on block scheduling that will follow the traditional college class structure. Classes will be held on M/W/F for 80 minute class periods and T/R for 120 minute class periods. Students capable (as assessed through the use of formative and/or summative assessments) of enrollment in Advanced Placement Courses will take these courses in class direct and through the support of an online test preparation program. The College Board/Committee currently offers Advanced Placement tests in English Literature and Language. Students are prepared to take these tests with the goal of achieving proficiency at a level that will earn college credit. For students that are not prepared for the Advanced Placement

level course work, English Language and Literature course will be provided that are in line with State Standards.

Implemented Language Arts Curriculum Assessment Measures: Summative & Formative

Assessments that may be used, as taken from the Richland One Literacy Plan as well as classroom based assessments I-Ready &/or USA Test Prep or similar computer based assessment programs and ISSN assessments where applicable: Various Assessment Systems Benchmark Assessment System (Will be updated as adoptions change).

KRA- Kindergarten Readiness Assessment	Student Discussions	End of Course Exams
STAR Reading Assessment	Observations	SC Ready Quarterly Exams
Common Formative Assessments (Mastery Connect)	Conferring	ACT/SAT
Reading Workshop	Anecdotal Notes	Work Keys Assessment
Running Records Reading Surveys Reader's Theater	Portfolios	Writing Workshop
Reading & Writing Workshop	Presentations	
Palmetto Assessment of State Standards	Journals	
Text-Dependent Writing (SC Holistic Rubric)	Notebooks	
Essays (Narrative, Argumentative & Expository)	Research Papers	
District Benchmark using i-ready, USA Test Prep or similar program (3 times per year)		

**A list of courses, textbooks and supplemental materials can be found in Appendix G.**

Exceptional Student Education & English as Second Language Learners: CDCSC will follow all student education plans, to include Individualized Education Plans, Education Plans, Limited English Proficiency Plans, and 504s. Any additional services needed to assist students in the acquisition of the English Language will be provided as required by law and South Carolina Educational Policy. Reading Horizons or a similar reading intervention program will be used for RTI. **Students requiring reading intervention will receive Additional Time for reading intervention can be found in Appendix G**



CDCSC on Mathematics: Mathematics at CDCSC is considered a language in its own right. All of the ideas put forth regarding language acquisition can be applied to learning math. Math as a discipline has a vocabulary of its own that, when understood, has proven to facilitate better computation skills. CDCSC focuses on numeracy through understanding, fluency, problem solving and reasoning in the areas of Number Sense and Algebra; Measurement and Geometry; Probability and Statistics.

Intended Math Curriculum and Materials: CDCSC will follow the South Carolina College- and Career-Ready Standards for Mathematics. In keeping with state regulations, multiplication tables will be taught. Mathematics course work will be closely monitored and assessments as well as teacher recommendations will be used to determine the most appropriate placement for students. Math lessons will be globalized using the techniques described in the methodology description above.

K-6th Grade Students participate in Math class for 60 minutes each day an example is as follows:

- Math Facts: 10 minutes
- Math Words: 10 minutes
- Math Lesson: 20 minutes
- Math Practice: 20minutes

7th- 10th Grade Students participate in Math class for 60 minute each day.

Students in Grades 11th-12th will attend classes on block scheduling that will follow the traditional college class structure. Classes will be held on M/W/F for 80 minute class periods and T/R for 120 minute class periods. Students capable (as assessed through the use of formative and/or summative assessments) of enrollment in Advanced Placement Courses will take these courses in class direct and through the support of an online test preparation program. .

The College Board/Committee currently offers Advanced Placement tests in Calculus AB, Calculus BC and Statistics. Students are prepared to take these tests with the goal of achieving proficiency at a level that will earn college credit.

**Implemented Math Curriculum Assessment Measures:** Summative & Formative Assessments

that may be used to include classroom based assessment; I-Ready &/or USA Test Prep or similar computer based assessment program and ISSN assessments where applicable: District Benchmark using i-ready, USA Test Prep or similar program (3 times per year)

Assessment Measurements
End of Course Exams
Palmetto Assessment of State Standards
SC Ready Quarterly Exams
ACT/SAT
Work Keys Assessment

\*\*\*\*Various Assessment Systems Benchmark Assessment System (Will be updated as adoptions change)

**Exceptional Student Education & English as Second Language Learners:** CDCSC will

follow all student education plans, to include Individualized Education Plans, Education Plans, Limited English Proficiency Plans, and 504s. Any additional services needed to assist students in the acquisition of the English Language will be provided as required by law and South Carolina Educational Policy. Pearson Focus Math or similar program will be used in grades K-6 for RTI.

**A list of courses, textbooks and supplemental materials can be found in Appendix G.**

**CDCSC on Science:**

The United States falls far behind other countries in Science, due in part to simple memorization skills that lack the need for analysis and application. At CDCSC, student inquiry and project based learning is particularly important in the field of science. Developing creativity and

curiosity helps motivate students to ask questions and experiment. Hands-on learning will be made available through the science lab, computer lab and school garden/farm.

Intended Science Curriculum and Materials: CDCSC will pursue scientific study in Biological; Earth/Environmental/Agricultural; Chemical and Physical sciences as set forth in the South Carolina Standards and Performance Indicators for Science. Students in grades K-6 will receive Globalized science instruction through hands-on inquiry using Campus Based Exploration and the Citizen Science Project as an adjunct to the state adopted text. The Citizen's Science Project has been organized through National Geographic and provides a venue through which people in the community can contribute to a larger bank of knowledge that is shared for the common good of advancement in science. The site can be found at <http://nationalgeographic.org/education/programs/community-geography/> Projects like the Great Nature Project, BioBlitz Education and various National Geographic Field Projects will be explored with students in grades K-12. Campus Exploration involves using the campus environment and surround areas for scientific discovery. In class experiments and the use of the school's Garden and Farm will be used for hands-on exploration.

Teachers /students will use the eight science and engineering practices take from the South Carolina Standards and Performance Indicators for Science as follows:

1. Ask questions and define problems
2. Develop and use models
3. Plan and conduct investigations
4. Analyze and interpret data
5. Use mathematical and computational thinking
6. Construct explanations and design solutions
7. Engage in scientific argument from evidence
8. Obtain, evaluate, and communicate information

Students in Grades K-10th 60 minutes per day:

- An example of a science class may be as follows:
- Read Aloud & Shared Science Reading 10 minutes- comprehension, fluency & vocab development,
- Word Study 10 minutes- vocab development,
- Citizen Science and Campus Exploration- 30 minutes- scientific method.

11th-12th Grade Students will attend classes on block scheduling that will follow the traditional college structure. Classes will be held on M/W/F for 80 minute class periods and T/R for 120 minute class periods. Students capable (as assessed through the use of formative and/or summative assessments) of enrollment in Advanced Placement Courses will take these courses in class direct and through the support of an online test preparation program.

The College Board/Committee currently offers Advanced Placement tests with the goal of achieving proficiency at a level that will earn college credit.

Implemented Science Curriculum Assessment Measures: Summative & Formative Assessments that may be used to include classroom based assessment; I-Ready &/or USA Test Prep and/or similar computer based assessment programs and ISSN assessments where applicable: District Benchmark using i-ready, USA Test Prep or similar program (3 times per year) \*\*\*Various

Assessment Measurements
End of Course Exams
Palmetto Assessment of State Standards
SC Ready Quarterly Exams
ACT/SAT
Work Keys Assessment

Assessment Systems Benchmark Assessment System  
(Will be updated as adoptions change)

Exceptional Student Education & English as Second Language Learners: CDCSC will follow all student education plans, to include Individualized Education Plans, Education Plans, Limited English Proficiency Plans, and 504s. Any additional services needed to assist students in the acquisition of the English Language will be provided as required by law and South Carolina Educational Policy.

CDCSC on Social Studies: CDCSC will educate student in the area of social studies based on the philosophy that democracy and human rights are at the core of a civilized world. CDCSC will follow the beliefs of the United States and all pertinent documents, specifically the Constitution.

Human Rights: CDCSC will follow the United Nations Global Compact which has a significant focus on human rights. Additionally CDCSC will pledge to follow the United Nations Universal Declaration of Human Rights. The United Nations provides human rights education through the World Program for Human Rights Education

<http://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx> and through UNESCO. According to UNESCO,

“Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of UNESCO and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states: ‘Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.’

As a core school philosophy, students will learn about other cultures around the world in an effort to facilitate Global Competence. Students will learn about their civic responsibilities and the importance of personal finance.

Intended Social Studies Curriculum and Materials: CDCSC will pursue the areas of Geography, Cultural Humanities (to include art and music), History (to include the study of the US Constitution), Civics/US Government and Economics (to include personal finance). CDCSC will follow all state requirements for curriculum to include the following information taken directly from the South Carolina Academic Standards and Performance Indicators for Social Studies.

K-6th Grade Students participate in Social Studies class for 50 minutes each day using the South Carolina State Standards as a frame work for instruction. The ISSN Performance Package will be incorporated into the lessons when applicable.

7th- 10th Grade Students participate in Social Studies class for 60 minute each day.

Students in Grades 11th-12th will attend classes on block scheduling that will follow the traditional college class structure. Classes will be held on M/W/F for 80 minute class periods and T/R for 120 minute class periods. Students capable (as assessed through the use of formative and/or summative assessments) of enrollment in Advanced Placement Courses will take these courses in class direct and through the support of an online test preparation program. .

The College Board/Committee currently offers Advanced Placement tests in Human Geography, World History, US History, US Government & Micro/Macro Economics. Students are prepared to take these tests with the goal of achieving proficiency at a level that will earn college credit.

Implemented Social Studies Curriculum Assessment Measures: Summative & Formative

Assessments that may be used to include classroom based assessment; I-Ready and USA Test Prep and/or similar computer based assessment program and ISSN assessments where applicable: District Benchmark using i-ready, USA Test Prep or similar program (3 times per year)

Assessment Measurements
End of Course Exams
Palmetto Assessment of State Standards
SC Ready Quarterly Exams
ACT/SAT
Work Keys Assessment

Exceptional Student Education & English as Second Language Learners: CDCSC will follow all student education plans, to include Individualized Education Plans, Education Plans, Limited

English Proficiency Plans, and 504s. Any additional services needed to assist students in the acquisition of the English Language will be provided as required by law and South Carolina Educational Policy.

**A list of courses, textbooks and supplemental materials can be found in Appendix G.**

CDCSC Elective Subject Philosophies & Program Specifics:

The CDCSC electives curriculum is rooted in the 3 dimensions a globally competent student.

Elective Group One- Cultural Awareness & Communications:

3 dimensions of Global Competency		
Knowledge and Understanding	Communication Skills	Attitudes & Values
Globalized Core Curriculum	Globalized Electives Program	One School Culture
English	World Cultures & Communication Skills	Values
Math	Wellness & World Commons	
Science		
Social Studies		

CDCSC students will participate in cultural awareness & communications as an organized elective. The Components of these electives are described in this section and will follow similar schedules as shown here:

K-6th Grade Cultural Awareness & Communications- 50 minutes:

Monday-	Spanish/Latin
•	Tuesday- World Cultures
•	Wednesday- Spanish/Latin
•	Thursday- World Cultures
•	Friday- Spanish/Latin

CDCSC Cultural Awareness & Communications: CDCSC K-6th grade students travel around the world in 180 days following a calendar that provides the teacher with and outline from which to engage student's in learning about the world in which we live. Students will explore issues and learn to discuss and debate topics of worldwide concern. Teachers will use resources provided

through ISSN and are encouraged to use Kid Word Citizen as a resource to generate additional ideas and lessons. <https://kidworldcitizen.org/> Students and their teachers explore the world of art, music, food, and family life. South Carolina standards for Language Arts, Social Studies, Art and Music will be incorporated into these teacher generated lessons. Calendar Dates below are an example of the time from for implementation.

CALENDAR DATES	
Aug 15-Sept 9	EARTH/WORLD
Sept. 12-Oct 14th	SOUTH AMERICA
Oct. 17th- Nov. 25th	NORTHAMERICA
Nov. 28-Dec. 16th	ANTARCTICA
Dec. 19- Dec. 22	HOLIDAYS AROUND THE WORLD
Jan. 9- Jan. 13	ANTARCTICA
Jan. 16- Feb 10	ASIA
Feb. 10- March 17	AFRICA
March 17- April 13/24-28	EUROPE
April 17- April 23	EARTH WEEK
May 1-26	AUSTRALIA
May 30- June 2	CHARTER SCHOOL WEEK

7th-12th Grade Cultural Awareness & Communications: CDCSC students will participate in a cultural awareness and communications program as an organized elective. Teachers will use the textbooks, state standards and ISSN Performance Shells to teach students the importance of living in a global society.

Secondary Education- 7th-10th Grade :
Electives One -60 minutes
Electives Two- 62 minutes

Senior Education- 11th-12th Grade:
MWF
Elective One
Elective Two
T/R
ISSN Program/Congressional Award Program

CDCSC students can select from electives that focus on Cultural Awareness & Communications which include Spanish and Latin. Course selection options are listed below:



\*Titles in yellow are not provided through the State Textbook Program

CDCSC on Foreign Language Acquisition: CDCSC follows the Nativist approach to language acquisition as described in the Literacy section above. The following is the rationale behind the selection of these disciplines.

The place of the Spanish language and the cultures of Spanish speakers in in the world

“Spanish is a global language spoken by approximately 500 million people across the world...” <http://www.australiancurriculum.edu.au/languages/spanish/context-statement>

The nature of Spanish language learning

“As Spanish belongs to the family of Romance languages, derived from Latin, it has many lexical and structural connections with English as well as other European languages. As a result of this relationship, knowledge of Spanish can facilitate the learning of other languages from the Romance family, such as Catalan, Galician, Italian, French, Portuguese and Romanian.”

<http://www.australiancurriculum.edu.au/languages/spanish/context-statement>

Why Study Latin?

According to the University of Illinois, Department of the Classics,

“Students see an immediate benefit to their spoken and written English, as more than 65% of English words come from Latin; additionally, 75-80% of Romance language (Spanish & French) words originated from Latin. Through the study of Latin, students gain and expanded vocabulary and acquire skills that help them with unfamiliar words. Many words in the fields of medicine, law, mathematics, engineering, government, architecture, art and religion originated from Latin. Latin boosts SAT scores!”  
<http://www.classics.illinois.edu/programs/latin/why/>

**A list of courses, textbooks and supplemental materials can be found in Appendix G.**

Elective Group Two– Wellness & World Commons Knowledge: CDCSC recognizes that to educate the whole child is perhaps the most important aspect is individual health and wellness.

Students will participate in a wellness program beginning in kindergarten. The wellness program

is multifaceted and in addition to structured classes is part of the overall culture of the school.

Wellness includes physical and mental wellbeing, which is affected by the food we eat, the water we drink and the air that we breathe, all are a part of our world commons. CDCSC believes that you must consider the environment in which we live when considering wellnesses as a whole.

Illness not only impacts the individual, but society as a whole. The economic impact of wellness has far reaching implications to include health care costs and the loss of work. According to the CDC the leading cause of death in America is Heart Attack, followed by Cancer. Obesity in America has reached epidemic levels. According to the National Institute of Health

<https://www.niddk.nih.gov/health-information/health-statistics/Pages/overweight-obesity-statistics.aspx>

In addition to physical wellness, CDCSC creates a culture that educates students on mental wellbeing and social-emotional intelligence. CDCSC believes that students must develop strong social emotional skills, to include self-confidence, self-control, conscientiousness, empathy, understanding and assertiveness to help them be effective communicators of knowledge and to express ideas- no matter how “out of the box” they may be perceived. A self-confident student is willing to take an emotional risk which often leads to great rewards in discovery and creativity. Social & Emotional Intelligence requires an understanding of self. Understanding the self leads to a greater understanding of common humanity, which we believe, in turn, leads to compassion and tolerance for others. A sense of belonging to the larger community of humanity through Global Competence will benefit our students as they increasingly come in contact with people from different cultures and beliefs.

CDCSC believes that mindfulness is one way to achieve a better understanding of the self and an appreciation for the world in which we live. Additionally, CDCSC believes that addressing social-emotional issues early, positively and consistently will make a difference in the lives of our students. Mental illness is on the rise in the United States. The tenth leading cause of death in America is from self-inflicted harm <http://www.cdc.gov/nchs/fastats/leading-causes-of-death.htm>. CDCSC hopes to help fight these issues at the root of their causes.

Wellness course-work will cover: Mental and Physical Wellness through physical activity; team sports; mindful meals; gardening/farming; health/nutrition education; drug/alcohol awareness; safety training; meditation practices; mental health awareness; and counseling. Additionally, wellness instruction includes information about leading a healthy life style with regard to safety, nutrition, drugs and alcohol, and fire prevention. CDCSC, in keeping with the state of South Carolina wellness goals, will focus on cognitive, psychomotor and affective domains of physical literacy. Students in second, fifth, eighth grade and tenth grade will be assessed using the South Carolina Physical Education Assessment and a physical education effectiveness score will be reported on the school report card. CDCSC looks for creative ways to incorporate physical activity into daily instruction, to include traditional physical education instruction, nature walks, and gardening/farming.

CDCSC will receive wellness instruction through the electives curriculum and during the mindful mornings and mindful lunch program as described herein. Students will receive the State required number of minutes for Physical Education and Activity.

CDCSC incorporates an understanding of the World's Commons through scientific exploration and hands on physical activity. CDCSC defines World Commons as the shared space of natural resources found across the globe, to include land, air and water.

Hands on science labs both indoors and out provide opportunity for exploration.

CDCSC believes that it is important for children to connect with nature at an early age in an effort to create a strong bond between the earth and the child. Creating this bond leads to an intrinsic motivation to care for the earth and to have compassion for the living creatures with which we all share space, Global Competence.

A large outdoor organic garden and farm complete with a green house, outdoor kitchen and aquaponics provide students the opportunity to learn a variety of skills. CDCSC will create a partnership with various Governmental Departments, University programs, and local resources to provide learning opportunities.

In Grades K-6th, Students will receive the second set of electives using the same around the world in 180 days frame works as illustrated in Elective One above; however, additional world themes will be added into this program and should be incorporated into the school as a whole. The school schedule will be as follows, which will include scheduled time in the school's garden. Students will be instructed using the SC State standards for Health & Physical Education as well as Language Arts, Social Studies and Science. Teachers will use the ISSN performance outcome packages, Junior Master Gardener and South Carolina Agriculture in the Classroom.

2:30-3:20
Wellness Literacy & World Commons Knowledge- 50 minutes
Monday- Physical Education & Health
Tuesday- Garden & Farming
Wednesday- World Commons Exploration
Thursday- Garden & Farming
Friday- Physical Education & Health

7th-12th Grade Wellness & Global Commons Knowledge: CDCSC students will participate in a Wellness & Global Commons Knowledge program as an organized elective. Teachers will use the textbooks, state standards and ISSN Performance Shells to teach students the importance of living in a global society. **A school wide calendar for world themes can be found in Appendix G.**

Senior Education- 11th-12th Grade:
MWF
Elective One
Elective Two
T/R
ISSN Program/Congressional Award Program

CDCSC students can select from electives that focus on Cultural Awareness & Communications which include Spanish and Latin. **A list of courses, textbooks and supplemental materials can be found in Appendix G.**

CDCSC Methodology- Program Implementation: The CDCSC methodology of how to implement the intended curriculum will use techniques that employ various learning styles and modalities of learning to best meet the needs of the diverse student body. CDCSC will teach the core and electives intended curriculum using the 3 dimensions of Global Competence; the Four Domains of Global Competence; and ISSN Performance Outcome Packages, Performance Assessment Shells and Global Issues Overviews to “Globalize” the lessons where applicable. The implemented core and electives curriculum will be assessed using the South Carolina required State Assessments; formative and summative teacher/curriculum assessments; and ISSN materials. The school’s culture (hidden curriculum) will be created through a one school culture approach; facility design; student assessment grouping; and teacher support/training programs.

Globalizing the Curriculum: Teachers are asked to Globalize the Curriculum considering the 3 dimensions of a globally competent student explained herein and using the Four Domains of

Global Competence as described by ISSN: Investigating the World, Recognizing Perspectives, Communicating Ideas and Taking Action. When using the Four Domains of Global Competence, teachers can categorize the process of Globalization by determining how their lessons fit into any or all of these four domains. To be most effective, globalizing the curriculum should include subject integration which can be defined as combining multiple subjects in an effort to help students reach their full academic potential. Through integration of subjects, a variety of modalities that may not normally be used in a traditional classroom where subjects are not integrated, are used to facilitate learning. Additionally, the integration of subjects leads students to use higher level thinking skills, to think creatively, to collaborate and to produce different work products that supports to development of a Globally Competent Student. Instructional support through the school's administration and ISSN will ensure successful implementation of the program.

For example, during an instructional unit in Language Arts, the teacher may choose to incorporate Communication Skills into the lesson by having the students give a speech practicing the Values and Attitudes found in the schools Global Tenets.

Below is an example of Globalizing the curriculum using the arts integration as an aspect of Cultural Awareness: In using arts integration, students learn through social collaborative experiences that encourage them to reflect and develop their creative processes. According to the Kennedy Center:

“students may create dances about the solar system, theatrical scenes about various perspectives of the Great Migration, or songs about math concepts. To do this, students must take what they know and understand about each subject area (e.g., dance and the science of the solar system) and communicate it to others through the art form. Students become active learners as they build on, extend, or challenge their prior understandings.”

According to the Kennedy Center, arts integration is not only stimulating for students, but Educators that have been relying primarily on traditional teaching techniques find arts integration refreshing and exciting.

“Arts integration can change the entire classroom culture.” “Arts integration’s alignment with the education of the whole child results in a similar alignment with the concept of the “whole Educator”—the energized professional that makes learning engaging and challenging for students, and who enjoys tapping into his/her own creativity for teaching.”

Globalizing the curriculum can be done in any subject using any appropriate application that facilitates the 3 dimensions of Global Competence. **A chart of support resources to further demonstrate Globalizing the curriculum can be found in Appendix G.**

### 3. Serving Students with Special Needs

CDCSC hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to serving Students with Disabilities (SWD), including the procedures for:

- Identifying students with special needs;
- Offering appropriate evaluation/re-evaluations for special education services;
- Developing and implementing Individualized Education Plans (IEP), and 504 Plans (as applicable);
- Ensuring confidentiality;
- Encouraging parental participation; and
- Providing Procedural Safeguards for parents.

Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act of 1990 (ADA); Section 504 of the Rehabilitation Act of 1993; and South Carolina State Board/Committee Regulations 43-243 and 43-243.1.

Additionally, CDCSC will follow guidelines and procedures detailed in the South Carolina State Department of Education (SCSDE), Office of Special Education Services, Special Education

Process Guide for South Carolina Manual. <http://ed.sc.gov/scdoe/assets/File/districts-schools/special-ed-services/Special%20Ed%20Process%20Guide%20SEPG-2013.pdf>

CDCSC will be nonsectarian in its programs, recruitment, admission policies and operations.

The promotional plan to be followed in publicizing CDCSC will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the CDCSC throughout Richland, Lexington and Calhoun Counties, the CDCSC SWD demographic composition should mirror that of the local community (approximately 14%). The SWD population may include students eligible for: Autism Spectrum Disorder, Deaf or Hard-of-Hearing, Developmental Delay, Emotional Disability, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disabilities, Speech or Language Impairment, or Visually Impaired.

CDCSC will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of school enrollment policies shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. CDCSC will be open to any student residing in the county. The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance, except those listed in the enrollment section as allowed by law, of being admitted through a random selection process conducted by CDCSC's accounting firm in conformity with South Carolina's Charter School Legislation. This process doesn't take into account a student's background, ethnicity, race, socio economic status or disability, unless



required by law, and therefore allows for every student who applies to have an equal opportunity to enroll in the school.

CDCSC will adopt a non-discriminatory policy regarding identification, assessment, and placement. Most importantly, CDCSC will provide all students a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) possible.

LRE refers to the setting where a child with a disability can receive an appropriate education designed to meet his or her educational needs, alongside peers without disabilities to the maximum extent appropriate. “The LRE requirements in §§300.114 through 300.117 express a strong preference, not a mandate, for educating children with disabilities in regular classes alongside their peers without disabilities. (71 Fed. Reg. 46585).”

FAPE is defined as an educational program that is individualized to fit the specific needs of a child having a disability or qualifying for special education. The program must meet the child’s unique needs, provide access to the general education curriculum and meet State grade level standards.

FAPE must be available to all children residing in South Carolina between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

CDCSC will ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade. The determination must be made on an individual basis by the team responsible within the child's school for making eligibility determinations.

In order to ensure students with disabilities receive FAPE in the LRE, CDCSC will provide, to the maximum extent appropriate, that children with disabilities are educated with children who are nondisabled. The term "inclusion" is to mean:

- that a student is receiving education in a general education regular class setting reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community;
- a student with a disability is a valued member of the classroom and school community;
- the Educators and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and
- a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Students will be guaranteed FAPE, evaluations, as well as consequent placement and implementation of an appropriate IEP.

The IEP Team will include: Parent, LEA, General Education Educator, Special Education Educator and all additional members of the team that will be notified with a reasonable amount of time and all appropriate contacts will be made. Input from all team members and student data will be used to create an IEP.

In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting: (a) parents will be notified of the meeting at least ten days prior to set meeting to ensure that they have an opportunity to attend; (b) the meeting will be scheduled at a mutually agreed upon time and place; (c) a written notice to the parent will indicate the purpose; time; location of the meeting; who, by title or position, will be in attendance; and will include a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child. If neither parent can attend, CDCSC will seek approval from the Sponsor of possible other methods that can to ensure parent participation (e.g., individual or conference telephone calls or video conferencing. NOTE - A meeting may be

conducted without a parent in attendance if the parent indicated in the notification of meeting that they will not be able to attend and gives permission to proceed without or the school is unable to obtain the attendance of the parent. In this case, CDCSC will maintain a record of its attempts to arrange a mutually agreed upon time and place and share those attempts with the Sponsor if requested.

CDCSC will take whatever action is necessary to ensure that the parents and the student, beginning at age fourteen (14), understand the proceedings at a meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English.

Timelines for IEPs include the following: (1) An IEP will be developed within thirty (30) calendar days following the determination of a student's eligibility for special education and related services and be in effect prior to the provision of these services; and (2) A meeting shall be held at least annually to review, and revise, as appropriate, each IEP.

Each IEP will include the following:

- A statement of the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), including how the student's disability affects the student's involvement and progress in the general curriculum.
- The PLAAFP is a description of the student's performance in all areas of education that are affected by the student's disability. The Team will consider the key role of PLAAFP in the overall development and implementation of the IEP. Each area of educational need identified in the PLAAFP will be addressed in at least one other section of the form: annual goals, supplementary aids/services/supports, special education programs and services, or secondary transition services. The PLAAFP statement(s) should include four elements (in no particular order):
- A narrative summary of the baseline data. Baseline data gives information on how the student is currently performing. The data should be explained in understandable terms, including areas of need and how the disability affects progress in the general education curriculum. The narrative summary must be sufficient to provide a foundation for education planning (a starting point for instruction).

- Baseline data may be obtained from criterion referenced tests, standardized achievement tests, diagnostic tests, classroom performance, systematic observations, state or district-wide assessments, checklists, progress reports, report cards, student input, parent input, or any combination of the above.
- A statement of how the disability impacts the student's involvement/progress in the general education curriculum.
- A description of area(s) of educational need. Areas may refer to:
  - An academic subject area such as math, reading, social studies, language arts
  - A functional area such as self-care, social skills, behavior, adaptive functioning, organization,
  - An area of disability such as speech/language behavior, motor functioning.
- A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum.
- Behavioral goals that may involve the evaluation of behavior through a Functional Behavioral Assessment (FBA) and the development of a Behavioral Intervention Plan (BIP).
- A description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team.
- A statement of the special education and related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.
- A statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals.
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or in the activities described above.
- A statement addressing any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on the State or district assessments.
- If the IEP team determines that the student will take an alternate assessment instead of the regular state or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.
- The projected date for the beginning of the special education, services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services.
- A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals will be provided.
- The School will ensure that the IEP team revises the IEP as appropriate to address:
  - Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate;
  - Results of any reevaluation conducted;
  - Information about the student provided to or by the parents;

- The student's anticipated needs or other matters; and/or
- Parent requests for revisions of the student's IEP.

CDCSC will ensure that appropriate personnel will be trained in using SCSDE's IEP management system.

An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the IEP team meeting. In addition, the IEP will be accessible to each regular education Educator, special education Educator, related service provider, and other service provider who is responsible for its implementation. All Educators and providers will be informed of their specific responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The School will make substantial efforts to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

504 Plan Procedures: A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the School Support Team (SST.) The SST will follow all established SST procedures and determine if appropriate to refer for possible 504 Plan services.

Thee eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include Educator observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information. CDCSC will schedule a Section 504 meeting to determine eligibility. Parents will receive notice of the Section 504 meeting and

be invited to attend. Parents and students will be encouraged to attend the meeting and provide input that will help the committee in making decisions. Section 504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's Educator or counselor. CDCSC will seek guidance and assistance from the Sponsor on 504 eligibility determinations by the requesting the availability of Sponsor staff to schedule a Section 504 eligibility meeting and, as eligibility/ineligibility is based on a variety of sources, determining which sources will be needed to assist in meeting eligibility and obtain them for the meeting. If eligibility is determined, the Section 504 accommodations that may be considered fall under the categories of:

<b><u>Category</u></b>	<b><u>Sample Strategy</u></b>
Effective teaching strategies	Use visual aids to capitalize on students' visual strengths and provide auditory/visual with new concepts
Increase listening/Auditory skills	Demonstrate or model
Textbook adaptation	Pair students
Assignments and homework	Check for understanding
Motivation	Provide steps required to complete task
Teach appropriate social skills for academic development	Practice social skills
Effective behavior management	Use sincere and positive reinforcement
Increased instructional time	Facilitate smooth transitions
Increased engaged time	Adopt seating arrangements to encourage attention
Increased productive learning time	Provide immediate, corrective feedback

CDCSC will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, the Americans with Disabilities Act of 1990 (ADA), to ensure that SWD enrolled at CDCSC will be educated in the LRE.

CDCSC will comply with the Every Student Succeeds Act (ESSA, formerly ESEA) new federal and state requirements under Title III for English learners (ELs) with disabilities. Compliance

with the requested information (number and percentage of ELs in the programs and activities who are making progress toward achieving English language proficiency in the aggregate and disaggregate, at a minimum, by ELs with disabilities) will provide data for CDCSC to improve instruction for ELs with disabilities. CDCSC will use the Title III data on ELs with disabilities to inform program planning, staff professional development, and instructional decision-making.

Instruction for ELs with disabilities will take into account their specific special education and related service needs, as well as their language needs. CDCSC Educators will have an understanding of the second language acquisition process, and how this might be influenced by the child's individual development, knowledge of EL effective instructional practices, and the child's disability. CDCSC will access federal resources (National Center for Educational Outcomes and/or Center for Parent Information and Resources) to obtain technical assistance and a list of resources that address on how to make determinations regarding accommodations.

CDCSC will employ Educators with proper certifications available to serve SWD. CDCSC's teaching staff will include a certified Special Education Educator with demonstrated experience in providing support and services to children with disabilities. The Special Education Educator will be an employee of CDCSC and will at a minimum possess initial or professional certification in Early Childhood, Elementary, Middle, Secondary, or Pre-K–12 level, and as an add-on Multi-Categorical Special Education. CDCSC will increase number of staff based on actual enrollment of SWD, in accordance with the level of support needed to implement specialized instruction detailed on the IEP.

CDCSC will access the SC-CREATE (Centers for the Re-Education and Advancement of Educators in Special Education and Related Services Personnel; <http://www.sccreate.org>)

tuition-free coursework to complete add-on, alternative, or initial licensure in special education, the Board/Committee Certified Behavior Analyst (BCBA) credential, and Speech-Language Pathologist (SLP) national certification (ASHA-CCC).

CDCSC will employ service providers who meet all licensure and/or certification requirements that apply to the related services area. Speech-language, occupational, and physical therapy services will be contracted services that CDCSC may provide for students who qualify for those services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental health professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), CDCSC will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies. CDCSC acknowledges a need for a collaborative linkage with the Sponsor in determining supplemental aids and services. For example, the School will work with the Sponsor to access professional development opportunities and guidance on how to identify and implement supplementary aids and services. CDCSC will access the Sponsor's instructional resources and support, especially with respect to the responsibilities that exist for providing FAPE to SWD and ensuring that the needs of SWD are met. For example, CDCSC will access the South Carolina Department of Education's (SCDE) Virtual SC PD portal to participate in "The Co-Teaching Approach" <http://www.elearningscpd.com/portal/> .



CDCSC's effectiveness in serving SWD will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, data from State, district and school based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the Special education and General Education Educators to measure growth and determine if accommodations to instruction and testing/assessments are needed. Accommodations may involve a wide range of techniques and supports that help students work around the limitations that are placed upon them due to handicapping conditions.

Similarly to these goals, data from interim assessments, districts, state assessments will be used to determine whether students' needs are being met. Parents will be notified of student progress on a quarterly basis, at minimum, through a Status Report on such goals. In addition, feedback from the Sponsor's annual Special Education Compliance Review will also help CDCSC to measure its effectiveness in serving students' needs.

A standard 'accommodation' is defined for South Carolina state assessments as a change in the testing environment, procedures, or presentation to a test that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities. The term non-standard refers to a change in the test that changes the meaning of the test scores. Non-standard compromise the validity and alter the meaning and comparability of test scores. The IEP or 504 Accommodations Plan team, which includes the parents, will make the decisions about how a student will be tested. Accommodations must be consistent with those used routinely in classroom instruction and assessment throughout the school year. Any accommodation used for instruction and assessment must be documented in the IEP or 504 plan.

Testing accommodations will be implemented based on the SCDE's Accommodations Manual (A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Students with Disabilities) <http://ed.sc.gov/scdoe/assets/File/programs-services/172/documents/AccomManualMarch2012.pdf>.

CDCSC will use the five-step process for selecting and using instructional and assessment accommodations:

- STEP 1: Expect students with disabilities to achieve grade-level academic content standards.
- STEP 2: Learn about accommodations for instruction and assessment.
- STEP 3: Select accommodations for instruction and assessment for individual students.
- STEP 4: Administer accommodations during instruction and assessment.
- STEP 5: Evaluate and improve use of accommodations.

CDCSC will implement the following accommodations as determined by the IEP or Section 504 meetings:

Accommodation Category	Description
Presentation Accommodations	A student may require that the test be presented in a different manner, such as the use of a Braille test booklet.
Response Accommodations	A student may require an alternative method of responding to a test question, such as the nonverbal indication of multiple-choice questions.
Setting Accommodations	A student may require that the statewide assessment be administered in a setting appropriate to the student's individual needs, such as an individual administration.
Scheduling	A student may take portions of the statewide assessments over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test.
Timing	South Carolina statewide assessments are not timed tests. A student may take as long as needed to complete each test during the school day when possible. Any timing accommodations, such as frequent breaks, must be monitored to maintain test security.

#### Response to Intervention Strategies:

Prior to providing special education services, CDCSC will implement the South Carolina Response to Intervention: A Framework and Technical Assistance Guide for Districts and Schools to incorporate the practice of using data to guide high-quality instruction.

<https://ed.sc.gov/scdoe/assets/file/programs-services/173/documents/CombinedDoc.pdf>

Together with academic and behavior interventions matched to student need, frequent progress monitoring to make decisions about changes in instruction or goals, and carefully examining students' responses to instruction to make critical educational decisions, CDCSC will use the results of reliable and valid indicators of student outcomes to evaluate and adjust instructional practices.

RtI SC recommends a three-tier, service-delivery model in which all students receive high quality, scientific research and evidence - based instruction, and behavior strategies. Students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the SST process and special education placement is considered.

Service Delivery and Placement Options - Multidisciplinary Teams will first consider the LRE for all students with disabilities. The supplementary aids and services that will be provided to the students with disabilities will be dependent on the individual needs of each student. Students whose needs can be met in the General Education setting will receive either consultative or collaborative service from the Special Education Educator. Depending on the needs of the students and as stated on an IEP, the following collaborative services may be offered by the Special Education Educator:

Consultation - An inclusion model with Special Education support will be used, as appropriate, wherein one general education Educator is providing instruction and a Special Education Educator is providing documented consultation services in accordance with the student's IEP in relation to the students educational, behavioral, and transitional goals. For consultation services

the general education Educator and Special Education Educator meet face-to-face on a regular basis to plan, implement, and monitor instructional strategies designed to ensure the student's success in the general education classroom. The general education Educator and Special Education Educator will regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Support facilitation - One general education Educator is providing instruction and one Special Education Educator is providing support by meeting with an individual student or small group of students on an individualized basis within a traditional classroom but not as co-Educator. The frequency and intensity of support varies based upon student's IEP needs. Support facilitation provides the level of support based on general educators' and students' need for assistance. Support may be provided on alternating days (M-W-F, T-TH), split periods (45 minutes in one class, 45 minutes in another), all in accordance with the student IEP. Both Educators use collaborative planning to make instructional decisions based on student data. Differentiated instruction strategies are implemented within lessons that support learning for all students. The Special Education Educator arranges for classroom and testing accommodations for students with disabilities.

Co-teaching - Two Educators, one general education Educator and one special education Educator are providing instruction through co-teaching. Both Educators share responsibility for planning, delivering, and evaluating instruction for all students (special education and general education students) in a class/subject for the entire class period.

Resource Room - A separate, remedial classroom in a school where students with educational disabilities, such as specific learning disabilities, are given direct, specialized instruction and

academic remediation and assistance with homework and related assignments as individuals or in groups.

SWD Transition Services: CDCSC will adhere to the procedures in the South Carolina State Department of Education (SCSDE), Office of Special Education Services, Special Education Process Guide for South Carolina Manual in regards to transition and graduation.

All students receiving special education services will receive a regular high school diploma at the completion of their secondary program if they meet graduation requirements of the state. A regular high school diploma does not include an alternative diploma that is not fully aligned with the state's academic standards, such as a certificate of attendance, an occupational diploma/certificate, or General Educational Development Tests (GED) (Federal Register, August 14, 2006, p. 46580). If a modified or differentiated diploma or certificate is used for students receiving special education services; however, such diplomas or certificates do not end eligibility for special education services.

When the student enters high school, progress toward graduation must be monitored annually and recorded on an official transcript of credits. Some students may require services through age 20 to meet IEP goals. CDCSC's obligation to provide special education services ends (a) when the student meets graduation requirements and receives a regular high school diploma, (b) at the end of the school year in which the child reaches age 21, or (c) when an evaluation shows that the child is no longer eligible for special education services.

No reevaluation is required prior to exiting a student due to graduation (34 CFR § 300.305(e)(2)). However, before the student completes the last semester of high school in which she/he is expected to graduate, CDCSC will provide the student (if over age 18) and the parents

with prior written notice (PWN) of the discontinuation of services at the end of the school year.

The PWN will clearly state that the student will no longer be entitled to receive special education services from CDCSC after graduation. Parental consent is not required when a child graduates with a regular diploma (34 CFR § 300.102(a)(3)(iii)).

A summary of performance (SOP) is required under the reauthorization of the IDEA for a child whose eligibility for special education services terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility. CDCSC will provide the child with a summary of the student's academic achievement and functional performance which will include recommendations on how to assist the child in meeting the child's postsecondary goals (34 CFR § 300.305(e)(3)). The purpose of the SOP is to transfer critical information that leads to the student's successful participation in postsecondary settings. It includes a summary of the achievements of the student with current academic, personal, and career/vocational levels of performance. Information may be included as part of the summary based on assessment findings and team input. Assessment data and accommodations included in the summary should be written in functional terms easily understood by the student. Any supporting documents are to be appropriately referenced and included with the summary. Signatures by the student and IEP team members are encouraged as verification that the contents of the summary have been explained but are not required.

Since the SOP must be provided to the student with a disability whose eligibility terminates due to graduation or age, it is reasonable to conclude that the SOP must be completed and provided to the student by the end of the final year of a student's high school education. That does not

mean that it cannot be completed and provided to the student prior to graduation. The timing of completion of the SOP may vary depending on the student's postsecondary goals. If a student is transitioning to higher education, the SOP may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student's final year to provide an agency or employer the most updated information on the performance of the student.

CDCSC Educational Plan: CDCSC will employ Educators with proper certifications available to serve SWD. CDCSC's teaching staff will include a certified Special Education Educator with demonstrated experience in providing support and services to children with disabilities. The Special Education Educator will be an employee of CDCSC and will at a minimum possess initial or professional certification in Early Childhood, Elementary, Middle, Secondary, or Pre-K–12 level, and as an add-on Multi-Categorical Special Education. CDCSC will increase number of staff based on actual enrollment of SWD, in accordance with the level of support needed to implement specialized instruction detailed on the IEP.

CDCSC will ensure adequate funding by:

1. Utilizing SCDE's pupil accounting and student accountability systems to ensure WPUs are accurate;
2. Reporting CDCSC student data to the Richland School District that will in turn report to the SCDE;
3. Ensuring proper documentation of the service delivery model(s) minutes are inputted into SCDE's pupil accounting and student accountability systems so that the proportionate share of federal and state categorical aid funds (such as IDEA Part B) will be disbursed CDCSC; and
4. Actively apply to local, state, and federal grants targeting SWD.

CDCSC will evaluate success of the special education program by analyzing SWD achievement data on all assessments administered through the Office of Assessment (e.g., South Carolina College and Career Ready Assessments, South Carolina Palmetto Assessment of State Standards, ACT, ACT Work Keys, EOCs, DRA2). CDCSC acknowledges that student achievement data offers invaluable support for making good decisions about instruction. Analyzing data yields:

1. A deeper understanding of students' learning needs;
2. A schoolwide data system allowing stakeholders to aggregate data by classroom, content areas, or assignment type to identify patterns in performance;
3. An interpretation to develop hypotheses about how to improve student learning. Interpreting data allows stakeholders to identify the strengths and weaknesses of an entire class as well as individual students. As they examine the data, stakeholders can develop hypotheses about factors that affect students' learning and ways to improve instruction to help all students achieve;
4. A modification of instruction to test hypotheses and increase student learning;
5. An expectation to teach students to examine their own data and set learning goals; and
6. A targeted professional development plan for all of the Educators at CDCSC.

In addition, CDCSC will self-monitor the success of the special education program. This will consist of activities or actions conducted to determine the functioning of a program or services compared to what is required by a regulation for the purpose of accountability. In carrying out its purpose of educating all children, CDCSC will examine and evaluate procedures, records, and programs of SWD twice a year. This activity will ensure that the requirements of IDEA are carried out and that each educational program for SWD administered in the school meets state and federal educational requirements.

CDCSC will create a protocol that will include the following categories:

- 1) Cumulative Folder Organization



- A Special Education folder is available in the student's cumulative record folder.
- There is a current IEP that is current on the day of the review and was current at the beginning of the school year.
- Each side of the folder contains the appropriate and required documents organized with most latest paperwork on the top.
- Initial paperwork is available for review (psychological, consent for placement, eligibility form, notice of revocation, vision and hearing screening forms).
- There is a Record of Access to Student Records form available.

## 2) Review of Current IEP

- There is a current IEP that is current on the day of the review and was current at the beginning of the school year, with a complete Student Profile page including IEP Initiation/Duration Dates.
- The annual review due by date is calculated based on the IEP signature date of the previous IEP.
- The IEP is reviewed by the annual review date (signature date plus one year). When the IEP is reviewed, the IEP Team may review the current IEP and write a new IEP, or in some cases the new IEP can be delayed for a reasonable period of time.
- All required IEP Team members are present at the meeting as reflected by their signatures:
  - The Parent of the student with a disability;
  - Not less than one regular education Educator of the student if the student is or may be participating in the regular education environment;
  - Not less than one special education Educator of the student or, where appropriate, not less than one special education provider of the student;
  - A representative of the public agency who: is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency; has the authority to commit agency resources and be able to ensure that IEP services will be provided;
  - An individual who can interpret the instructional implications of evaluation results, who may be a member of the IEP Team that is described in this section of required members of an IEP Team.
  - At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate.
  - Whenever appropriate, the student with a disability.
  - A representative of career/technical education must be included as a member of the IEP Team for those children with disabilities who have been referred for, or are currently receiving career/technical education.
  - In addition to the participants specified above, if a purpose of the meeting is the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the public agency must invite the student and, with the consent of the parent or a student who has reached the

age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services; and

- In the case of a child who was previously served under Part C/Early Intervention (EI), an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the EI service coordinator or other representatives of the EI system to assist with the smooth transition of services.
- The parents were provided a copy of the procedural safeguards in their native language as documented by the IEP.
- The parents were notified of the meeting using the appropriate form, in a timely manner, in a variety of forms as documented by the IEP.
- The IEP reflects current EL levels or monitoring dates are documented.
- The IEP has been reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the general education curriculum if appropriate; the results of reevaluation; information about the student provided to, or by, the parent; and the student's anticipated needs or other matters.
- Documentation (Logs) to support evidence of regularly scheduled supplemental aids or related services are available and correspond with the IEP.
- FBA documentation is available, a BIP is present, the behavioral goals/interventions correlate to the IEP, and BIP is reviewed at least annually.

### 3) Review of Data Input into IEP Management System

This list is a sample and will be revised based on the needs of CDCSC and the nature and needs of the special education population CDCSC will educate. CDCSC will request guidance from the Sponsor when creating the protocol. In addition, CDCSC will join the local Council for Exceptional Children (CEC) chapter to establish a network of colleagues that will provide for opportunities to share best practices and individual school procedures.

CDCSC will employ service providers who meet all licensure and/or certification requirements that apply to the related services area. Speech-language, occupational, and physical therapy services will be contracted services that CDCSC may provide for students who qualify for those services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental health professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related

service. CDCSC will increase number of service providers based on the services detailed on the IEP. CDCSC will network and establish working relationships with a variety of service providers/companies in order to ensure there is a reservoir of therapists that can be contracted with as the needs arise. Nontraditional forms of therapy deliveries, such as online therapy via Skype, will be considered in order to increase flexibility of services provided.

Providing Non-Academic Services: The United States Government Accountability Office (GAO) published a report that underscored that access to, and participation in, extracurricular athletic opportunities provide important health and social benefits to all students, particularly those with disabilities. These benefits can include socialization, improved teamwork and leadership skills, and fitness. In addition, according to a report commissioned by the National Interscholastic Athletic Administrators Association, individuals with disabilities who participate in sports have “higher rates of academic success, are more likely to graduate from high school and matriculate in college, and experience greater career success and more options” (<http://www.disabilityrightsca.org/pubs/CM4501.pdf>). Unfortunately, the GAO found that students with disabilities are not being afforded an equal opportunity to participate in extracurricular athletics in public elementary and secondary schools (<http://www.gao.gov/assets/310/305770.pdf>).

CDCSC recognizes that schools do more than teach children to read, write, and compute. Along with academic activities, CDCSC will offer nonacademic and extracurricular activities so that all students can enjoy the research proven benefits of participation in nonacademic and extracurricular activities. Although this list is not all inclusive, as CDCSC grows, these may include: meals, recess, counseling services, athletics, transportation, health

services, recreational activities, special interest groups or clubs sponsored by the LEA, student council, school dances, school sporting events, school newspaper or yearbook, school plays and musicals, spelling bees or math bees, pep rallies, and referrals to agencies that provide assistance to individuals with disabilities, both employment by the LEA and assistance in making outside employment available.

CDCSC's plan will focus around the IEP meeting and whether safe participation by any SWD can be assured through reasonable modifications or the provision of aids and services.

1. The IEP team will determine whether the student requires supplementary aids and services that are appropriate and necessary, to afford the student an equal opportunity for participation in nonacademic and extracurricular services.
2. The IEP will include a statement of:
  - Special education and related services and supplementary aids and services to be provided to the child, and
  - Program modifications or supports for school personnel that will be provided for the child to participate in extracurricular and other nonacademic activities.
3. CDCSC will ensure that each SWD will participate with students who are not disabled to the maximum extent appropriate to the needs of the student. This will be reflected on CDCSC's documents, master schedule, logs, rosters, and list of referrals.

Appropriate involvement in such activities and events will enrich the lives of children with disabilities, just as they do for children without disabilities.

#### **4. Goals Objectives and Assessment Plan:**

- Mission: The mission of Clear Dot Charter School Columbia (CDCSC) is to support the development of Globally Competent Students.
- Vision: The vision of the CDCSC Founding Committee is to create Clear Dots of education on our global map. Clear Dots of education meaning that we wish to provide students with an LEED certified school where we focus on the 3 dimensions of Global Competency: knowledge & understanding; communication skills; and attitudes & values.

CDCSC has created meaningful goals after conducting an extensive review of student data.

CDCSC intends to serve as a commuter school for families that live, conduct business and attend school in the downtown Columbia area. Based on extensive research, the anticipated student composition of CDCSC will enroll students from the surrounding districts as follows:

District Enrollment Assumptions:	% CDCSC Enrollment
Richland One	50%
Richland Two	10%
Lexington One	5%
Lexington Two	20%
Lexington Three	1%
Lexington Four	2%
Lexington Five	10%
Calhoun	2%

Given this information, data used to generate the following goals was pulled from the SCDOE's assessment data pages and will compare the State of South Carolina (SC), Richland One (R1), Richland 2 (R2), Lexington Two (L2) and Lexington Five (L5).

CDCSC was designed with the end in mind. To achieve this end, goals and an assessment plan have been developed in an effort to evaluate for the following purposes:

- To evaluate program effectiveness;
- To uphold a standard of excellence;
- To make adjustments when necessary to maintain the standard of excellence;
- To make staffing adjustments when necessary;
- To provide effective staff development;
- To encourage parental involvement;
- To develop a success plan for students;
- To increase student attendance;
- To increase staff retention;
- To increase graduation rates;
- To improve student health;
- To increase student assessment results;
- To reduce the achievement gap;
- To evaluate students in the area of Global Competence;

Specific Assessment Data collected included:

- South Carolina College and Career-Ready Assessment Test Scores
- South Carolina Palmetto Assessment of State Standards Test Scores
- End of Course Exams
- Kindergarten Literacy Assessments
- ACT Scores
- ACT WorkKeys Scores
- SC-NCSC Alternative Assessment
- Educator Retention Rates
- Graduation Rates
- High School Completer Data

#### Analysis Assumptions:

Assessment data was compiled by:

- Subject area;
- Subgroups (Male, Female, Hispanic, Black/African American, White, Disabled and Limited English Proficiency(LEP)- other subgroups comprised less than 1% and were not used);

Assessment data was compared:

- To determine a differential between the various entities;
- To determine achievement gaps by comparing subgroups;
- Scores with over a 10 point differential between entities was considered significant, if more than one entity has over a 10 point differential, only the highest differential is reported in the narrative.

#### Overview of Report Findings:

The charts in this report are color coded Green when the data represents the highest, positive information, Yellow for average and Red for the lowest, positive information for easy viewing. The districts being used for this study are highlighted in gray.

The overall district comparison results can be viewed in the chart below. Of the comparison districts, Richland Two is the largest, followed by Richland One and Lexington 1.

2017 Statistics	Enrollment	Schools	Teachers	2012	2013	2014	% FRL	% Minority	% ESE	Drop Out
Lexington 1	25,581.00	30	1827	Excellent	Excellent	Excellent	43.50	26%	12.2	0.8
Lexington 2	9,044.00	15	622	Average	Average	Good	71.8	56%	14.8	0.9
Lexington 3	2,095.00	4	143	Good	Average	Good	69.2	50%	16.7	1.6
Lexington 4	3,405.00	6	207	Average	Average	Average	78.6	39%	19.1	6.4
Lexington 5	17,045.00	22	1285	Excellent	Excellent	Excellent	39.2	40%	13.7	0.7
Richland 1	23,876.00	48	1938	Below Avg	Average	Average	74.4	82%	14.7	2.8
Richland 2	27,721.00	32	1941	Excellent	Excellent	Excellent	50	77%	12.5	0.9
State							58%	49%	12%	2.6

\*\*\*It is important to note that the two Average districts report the highest numbers of Free & Reduced Lunch, Minority and ESE populations.

In comparing all of the selected districts, Lexington 5 outperformed all of the others in almost every category. When determining strategies for improvement, CDCSC will research R5 for information and support for best practices that have helped make their district so successful.

K-8 & EOC Exams	2017 ELA	2017 Math	2017 Sci.	2017 SS	Alg 1	ENG	BIO	US Hist			
Lexington 1	46.8	49.7	56.92	77.48	84	82.9	80	81.7			
Lexington 2	31.8	33	46.56	74.88	64.8	74	66	59.5			
Lexington 3	27.8	34.1	41.74	68.72	81.4	73.7	73.3	41.8			
Lexington 4	16.2	11.8	23.12	41.4	42.1	57.2	49.8	53			
Lexington 5	57.2	56.6	64.52	85.52	85.9	88.2	87.8	80.8			
Richland 1	33.7	29.8	38.78	63.9	60.3	69.7	56.8	53.6			
Richland 2	40.1	42.2	47.38	70.5	81.3	77.2	74.3	65.1			
State	40	42.1	47.7	71.24	75.1	77	73.8	67.9			

  

11th Grade	ACT ELA	ACT Math	ACT Reading	ACT Science	ACT AVG	ACT WK Reading	ACT WK Math	ACT WK Info	4 Yr Grad	5 Yr Grad	College
Lexington 1	51.5	32	35.4	25.1	17.6	95.7	84.2	79.4	90.2	89.6	84.5
Lexington 2	32.6	17.5	20.6	11.1	7.1	88.8	68.7	77.5	87.4	88.1	55.8
Lexington 3	21.6	12	16	8.8	3.2	63.5	85.7	60.3	89.8	91.2	79.7
Lexington 4	16.9	8.2	15	7.3	2.4	63.7	83.5	68.7	72	75	48.1
Lexington 5	52.6	38.2	41.8	32.5	24	95.2	79.1	83	90.3	91.3	81.7
Richland 1	28	14.1	19.9	12.4	7.9	86.2	53.7	59.9	78.9	79	61.3
Richland 2	34.8	17.7	25.5	15.4	10.5	92.2	63.3	71.7	89.6	90.5	73.9
State	38.2	21.6	26.8	17.3	17.7	91.6	69.9	72.6	84.6	84.3	70.8

In addition to the district scores as a whole, district scores by grade level and demographics were researched. It was determined that significant achievement gaps exist among all subgroups. This level of research helps to guide CDCSC to make educational decisions that are best for the population of students that it serves. Using this information, CDCSC will meet with key stakeholders in the various districts that have received the best results in each area, to learn their best practices and strategies.

The charts below display the findings for the 4 targeted districts and the state.

### **SC Ready percentage meeting and exceeding expectations, averaged for grades 3-8th**

ELA					
	R1	R2	L2	L5	STATE
White/Black Achievement Gap	-52.6	-35.633	-26.517	-36.517	-31.467
White/Latino Achievement Gap	-41.233	-30.65	-21.533	-15.783	-21.267
Disabled/Non-Disabled Achievement Gap	-31.383	-33.217	-30.233	-47.667	-36.533
LEP/Non-LEP Achievement Gap	-5.2833	-12.65	-13.233	-12.867	-12.717
SIP/Non-SIP Achievement Gap	-45.2	-29.65	-29.5	-31.883	-32.367

Math					
	R1	R2	L2	L5	STATE
White/Black Achievement Gap	-50.367	-36.017	-27.667	-35.7	-33.017
White/Latino Achievement Gap	-41.1	-31.1	-21.85	-14.667	-20.8
Disabled/Non-Disabled Achievement Gap	-26.983	-31.6	-28.033	-42.5	-35.55
LEP/Non-LEP Achievement Gap	-5.2833	-9.7	-13.35	-6.1667	-9.05
SIP/Non-SIP Achievement Gap	-41.383	-30.067	-25.667	-31.317	-31.883

According to these findings, Lexington 2 has great success with managing achievement gaps in grades 3-8<sup>th</sup>.

### **ACT Ready Percentages:**

ACT ENGLISH	R1	R2	L2	L5	STATE
White/Black Achievement Gap	-56.2	-38.2	-24.2	-39.9	-36.6
White/Latino Achievement Gap	-37.9	-33.2	-19.6	-30.4	-25.7
Disabled/Non-Disabled Achievement Gap	-24.7	-31.5	-36.6	-47.9	-35.7
LEP/Non-LEP Achievement Gap	-13.8	-22.5	-16	-36.1	-24.6
SIP/Non-SIP Achievement Gap	-39.2	-25.9	-13	-34.5	-30.7

MATH	R1	R2	L2	L5	STATE
White/Black Achievement Gap	-40	-29.8	-16.6	-36.2	-25.6
White/Latino Achievement Gap	-30.8	-22.2	-11.3	-22.2	-18.1
Disabled/Non-Disabled Achievement Gap	-15.9	-17.7	-20.2	-31.9	-21.8
LEP/Non-LEP Achievement Gap	-5.7	-15.6	-13.2	-23.9	-13.9
SIP/Non-SIP Achievement Gap	-26.9	-17.3	-13.7	-30.4	-23.8



READING	R1	R2	L2	L5	STATE
White/Black Achievement Gap	-48.1	-34	-21.7	-32.7	-29.1
White/Latino Achievement Gap	-40.3	-25.4	-14.5	-17.8	-19.2
Disabled/Non-Disabled Achievement Gap	-19	-25	-20.9	-37	-25.2
LEP/Non-LEP Achievement Gap	-14.4	-20.7	-8.5	-30.7	-19.1
SIP/Non-SIP Achievement Gap	-33	-23	-6.4	-26.4	-23.9

SCIENCE	R1	R2	L2	L5	STATE
White/Black Achievement Gap	-42	-30.1	-11.6	-32.5	-22.2
White/Latino Achievement Gap	-30.6	-23.3	-12.1	-19	-16
Disabled/Non-Disabled Achievement Gap	-13.3	-15.2	-12.8	-30.6	-17.1
LEP/Non-LEP Achievement Gap	-1.1	-13.2	-6.4	-26.7	-13.3
SIP/Non-SIP Achievement Gap	-25.6	-17	-9.9	-28.9	-19.5

WRITING	R1	R2	L2	L5	STATE
White/Black Achievement Gap	-0.1	-0.2	0	-0.1	-0.1
White/Latino Achievement Gap	-0.1	-0.1	0.2	0	0
Disabled/Non-Disabled Achievement Gap	-0.3	-0.1	0	0	-0.1
LEP/Non-LEP Achievement Gap	0	0	0.5	-0.1	-0.1
SIP/Non-SIP Achievement Gap	-0.1	-0.1	0	-0.1	0

4. CDCSC Columbia Goals and Objectives: In creating these goals and objectives it was determined that the best way to create SMART goals is to work with data that will be a realistic representation of the population that the school will serve. The school will establish baseline data in year one for each student and will keep a data base of information from which to guide student instruction. As stated in the Curriculum and Instruction section of this application, CDCSC intends to use assessment data group students and to provide programs that will best meet their needs by using differentiation strategies. This level of individual attention requires continuous progress monitoring which the school will conduct using i-Ready, USA Test Prep and/or other similar programs. These programs provide ongoing data and reports that are easily used by administrators, teachers, students and parents/guardians.

**Goal #1:** To “create new, innovative and more flexible ways of educating children within the public school system, with the goal of closing the achievement gaps between low performing student groups and high performing student groups”. Additionally, CDCSC will “increase learning opportunities for students and encourage the use of a variety of productive teaching methods”. To accomplish this, CDCSC will establish a 21st century charter school program in downtown Columbia, South Carolina that will:

- Meet the needs of the people that it will serve;
- Meet the requirements as set forth in the South Carolina laws;
- Fulfill the mission of the school as well as all other aspects of the application;
- Work to close the achievement gaps between low performing student groups through the use of innovative programs as described in this application;
- Provide Spanish and Latin instruction, starting in Kindergarten;
- Will integrate 5 specific concepts into the core curriculum which will provide instruction in varying learning styles;
- Provide mindfulness training;
- Provide a healthy meal program;
- Encourage parental involvement;
- House an organic gardening/farming program;
- Create/design classrooms that facilitate and add-to learning;
- Prepare students for success in the 21st century;
- Strive for Academic Excellence;
- Use a Global Competency measure;

This goal will be measured by an annual school climate survey. The survey will include feedback from school families and staff and will result in an effectiveness rating of excellent, good, fair, or poor. The goal is to maintain an annual rating of excellent, starting in year one.

**Goal #2:** CDCSC will “improve student learning and assist South Carolina in reaching Academic Excellence” by increasing achievement scores as measured by the Kindergarten Literacy Assessments; ACCESS for ELLs; South Carolina Alternative Assessments; South Carolina College and Career Readiness Assessments; South Carolina Palmetto Assessment of State Standards; End of Course Exams; ACT and ACT Work Keys.

Using a detailed analysis as described above, and in an effort to create meaningful goals, once CDCSC has student enrollment data, numerical goals will be set with an annual performance increase of 5% points for each year as measured by the assessments listed above.

**Goal #3:** CDCSC will improve graduation rates for all students. A detailed review of the graduation rates in SC that men and minority students have the highest dropout rates. CDCSC will strive for a 100% graduation rate. Graduation rates will be measured using the same calculation that is used by the State of South Carolina.

**Goal #4:** CDCSC will “establish new forms of accountability for schools” by using assessment measures for Global Competence, as created by ISSN and discussed in the curriculum section of this application. A baseline will be set in the first year of implementation and we expect to see exponential growth as students participate in this program. There will be two cohorts. Students who have attended CDCSC for 3 or more years and students who have attended CDCSC for less than 3 years. A comparative analysis will be conducted to determine the success of the implementation of the program. For this goal, student success will be measured in the following areas:

- Knowledge and Understanding of the World
- Language Proficiency
- Empathy
- Attitudes
- Openness Toward People from other Cultures
- Respect
- Global Mindedness
- Responsibility

**Goal #5:** Another area that we will establish a new assessment measure is in the area of Wellness. Areas of exploration for the accountability measurement of student health include:

- The measurement of body mass;

- School attendance rates due to illness;
- Presidential physical fitness goals;
- Behavior incident reports;
- Family and staff wellness surveys; and
- A health competency exam.

Areas of education that will be used to educate kids in the area of wellness are as follows:

- Mindful Mornings will be used to teach students self-control, concentration skills and a sense of awareness;
- Mindful Meals will be used to teach students about nutrition and proper eating habit;
- The Organic Garden will be used to teach students about gardening, pesticides, and physical activity;
- Physical Education will provide physical activity and kinesthetic awareness training;
- Nature Walks will be used to teach students the importance of physical activity, the healing properties found in nature and environmental health concerns.

Student surveys and school generate assessments will be used to evaluate the effectiveness of these programs. A baseline will be set in the first year of implementation and we expect to see exponential growth as students participate in this program. There will be two cohorts. Students who have attended CDCSC for 3 or more years and students who have attended CDCSC for less than 3 years. A comparative analysis will be conducted to determine the success of the implementation of the program.

**Goal #6:** CDCSC will “create new professional opportunities for Educators, including the opportunity to have responsibility for the learning program at the school site” through our unique program as described in this application and through our partnership with ISSN. Some examples of ways that CDCSC will support these opportunities are listed here:

- Open concept classrooms and learning corridors will encourage Educator collaboration;
- Creating teaching teams and providing common planning periods;
- Providing a Wellness Director and Curriculum Integration Specialist;
- Encouraging Educators to seek advanced degrees and certificates;
- Providing a Educator mentor to support Educators;
- Training in an innovative program that allows Educators room for creativity in the classroom;
- Opportunities to serve on the Administrative Team;

- CDCSC will train and hire school leaders from within;
- School staff will be a part of a larger employment network, through Academica, that will provide them with employment opportunities in other areas of the country, great benefits, training, and a retirement program.

Additionally, CDCSC has reached out to several area Universities and will continue to forage a relationship with them as well as other colleges in the area in an effort to recruit high quality Educators.

This goal will be measured by an annual employee satisfaction survey. The ten principals of the United Nations Global Compact, which have been created around human rights, labor, environment and anti-corruption, will be used to create a new accountability measure for employee satisfaction. The first year will establish a baseline and the school will be rated from excellent to poor with regard to the work climate as described above. Our goal is to receive a score of excellent with the school staff for each year of school operation.

**Goal #7:** CDCSC will strive to hire teachers that reflect the student population. The school is working with local Historically Black Universities to establish relationships and will post job listings through their employment venues. This will be measured by annual educator reports comparing student racial sub-groups and student demographics.

**Goal #8:** CDCSC will encourage parental volunteer opportunities and will strive for an 80% completion rate of the 15 hour, parental volunteer recommended hours of participation in the first year. The long range goal of CDCSC is 100%.

## **II. Organizational Plan**

### **1. Governing Board/Committee:**

**Governance Overview:** The CDCSC Columbia (CDCSC) founding committee is comprised of community members that came together with a common vision, to improve public education in

South Carolina. Through their varied experiences, each committee member has had personal experience with the public education system in South Carolina from either attending public schools in the state; having children that have or currently attend public schools in the state; and/or work or have worked in the SC Public Education System. Additionally, each member of the committee brings skills and expertise in areas that are specific to the needs of CDCSC.

#### Founding Committee Members:

- Lindsey Ott Ph.D. (founding member): Lindsey has worked in public and public charter schools in both Georgia and South Carolina since 2009 as teacher and school administrative leader. Lindsey has been an advocate for, and an expert implementer of project based learning. Lindsey has written several articles and completed her dissertation on project based learning. Lindsey is also a curriculum writer and is responsible for much of the curriculum provided to R2i2 program located in the Richland 2 school district. Lindsey integrated science standards and industry certification requirements into a hands-on, project based learning program. Lindsey is a valuable resource in curriculum development and project based learning. Lindsey is currently serving as the Board/Committee Chair and at the pleasure of the Board/Committee, Lindsey will transition into the Principal once the Sponsor has approve the application.
- Denise Hagen Bryant (founding member) : Denise has been instrumental in the organization of the school. She is currently pursuing her Master's Degree in Special Education from Penn State University after receiving her Bachelor's Degree from The University of South Carolina in Psychology with an emphasis in Applied Behavioral Analysis. Denise has a passion for special education and serving the various learning styles of children.

Through experiences with her children she has been intricately involved in the exceptional student education program in the public school system of Richland One in Columbia, South Carolina. She is passionate about bringing a unique learning program to Columbia that addresses the needs of the 21st century learner and is a strong advocate for students with special needs.

#### Founding Member Vision:

The Committee was founded by Lindsey Ott and Denise Hagen Bryant. Having grown up in Columbia, Lindsey and Denise had one common vision, to improve education and provide additional educational choice to children in downtown Columbia. Areas of specific interest are

issues of inequalities; a need for Global competencies; a desire to provide students with training in compassion and environmental studies; development of a strong academic program for downtown Columbia.

Additional Board/Committee Members in alphabetical order:

- Daniel Czekalski: Dan brings a background of teaching and business to the CDCSC Board/Committee. Dan was the Vice President of Sales for Merrill Corporation in New York City for 7 years before transition to Director of Legal Services for Empire Discovery. Family matters brought him back to Columbia where he decided to embark on a new career in teaching! Dan has taught in Richland and Lexington County schools for the past four years. Dan hopes to take a teaching position with CDCSC once the application has been approved.
- Johnathon Hall: Johnathon is currently teaching for S.C. Virtual school, but has worked in brick and mortar schools as an English Teacher for the past few years. Johnathon has also worked in the Department of Juvenile Justice where he helped students earn their GED. Johnathon hopes to take a teaching position with CDCSC one the application has been approved.
- Elizabeth Coleman-Hetzel: Beth brings a long history of business management, construction and bookkeeping to the CDCSC team. Beth is well versed in all Microsoft Office applications, AutoCAD, Yardi Accounting Software, Adobe and QuickBooks. She has an in-depth knowledge of construction project management, to include scheduling, customer service, marketing, job site management, accounts payable/receivable, human resources, insurance, workers compensation, and payroll.
- Thomas J. Hilbish, Ph.D.: Jerry has spent his life's work in the field of Biological Research and Education. Jerry currently teaches undergraduate and graduate level courses at the University of South Carolina. He has 76 Peer Reviewed publications and regularly is invited to speak around the world. He currently serves as the Director of Graduate Studies for Biology; the Executive Biological Committee at USC; and is the Chair of the A.C. Moore Lectures in Evolutionary Biology Committee. Jerry has won numerous awards to include South Carolina Honors College Outstanding Professor in Science. Jerry's experience is invaluable to CDCSC as he has a passion for science and the outdoors. Jerry has served as a Boy Scout troop leader for many years and carries his passion into mentoring.
- Thomas Howard: Tommy has been an active community member in Lexington County for over 40 year. Tommy and his family ran Howard Department Store and opened the largest Belk Sports department store in the South East. Tommy served as the Executive Vice President and was responsible for managing all aspects of the store. In addition to his keen business sense, Tommy has been actively involved in the community as a member of the Lexington County Recreation & Aging Commission since 1986. His position is appointed by the Governor of South Carolina every four year and his successful tenure has lead to great accomplishments in Lexington County. Tommy also has served on the board of the Lexington County Gamecock Club where he was

responsible for numerous fundraising efforts that have donated over \$100,000 to the USC Athletics department. Tommy's business, leadership and fundraising abilities make him a long term asset to the CDCSC Board/Committee.

- Deborah Raines M.Ed.: Deborah is currently an English teacher in the Richland One School District and is passionate about bringing a high quality K-12 program to downtown Columbia. Deborah has been teaching since 2005, even traveling abroad to Kuwait to teach at the American Academy for Girls. Deborah's early career was in Computers and banking, so she too brings multiple skills to the CDCSC Board/Committee.
- Jim Ray, Ph.D.: Jim has served in the education system for over 45 years. He began as a teacher in K-12 programs and was quickly promoted to Assistant Principal; Principal; State Coordinator and Regional Supervisor of Secondary School Accreditation; Director of Leadership and School Improvement; Associate Superintendent for Instruction; Deputy Superintendent, SCDOE; and Superintendent Spartanburg School District Three. His 45+ years of experience speak for themselves, but Jim has been awarded Educator of the Year; SC Superintendent of the Year; and State Administrator of the Year. Jim is an invaluable asset to the CDCSC Board/Committee and currently serves as an Educational Consultant throughout South Carolina.
- Ted Rentz: Ted was one of the original founders of A.L. Williams Life Insurance Company, presently known as Primerica. Ted has been in the insurance business his entire adult life where he has helped to build an insurance empire. Having grown up in a family of educators, Ted is passionate about the future of our Country and understands that education is where it all begins. Ted brings a wide range of community contacts and business expertise that are a great addition to the CDCSC Board/Committee.
- Gail Siegel: Gail has worked in the corporate world for many years and brings a passion for conflict resolution to the team. She is a resident of downtown Columbia and is intensely interested in seeing CDCSC become a reality for Columbia.
- Jerome Reyes, Ph.D.: Jerome is an Industrial Engineer by trade, but his passion is education. Jerome is currently the Academic Outreach Program Director for the South Carolina Governor's School for Science and Math PULSE Initiative. Jerome has an extensive background in science and education, making him a perfect fit for CDCSC. Jerome has taught at the collegiate level, has been an online K-12 instructor, and has worked in the field of educational research. Jerome is currently the Chairman of the Byerly Foundation Board in Hartsville, SC. This Foundation works to make a positive change in the Hartsville community which is what he hopes to do in the downtown Columbia area with education through CDCSC.

Governance Philosophy and Responsibilities: CDCSC will be governed by a non-profit

Board/Committee of directors that will follow the Policy Board/Committee Model as created by John Carver. This means that the Board/Committee will put a great deal of trust in the school leader to run the day to day operations of the school. The Board/Committee will set and approve policies and expect that the school leader will follow the policies adopted. The Board/Committee



will select and evaluate the school leader. With this being said, the Board/Committee will be responsible for the overall operations and oversight of the school.

Prior to the placement of the initial Board, the charter Committee has been established to facilitate the opening of the school. The charter Committee will stay in place and the Board election will be held in April of the first year of operation. This plan has been put in place to ensure consistency as the school opens, to give families time to enroll in the school and decide to join the Board/Committee, and to give families adequate experience from which to cast their vote. The charter committee is responsible for initiating the school charter and establishing the initial bylaws, articles of incorporation and all other corporate structuring required by the State of South Carolina. It is presumed that many, of the Committee members will remain as Board members and some will take positions as employees of the school. If Committee members choose not to continue as Board members, seats will be filled according to the adopted bylaws. The bylaws were adopted by committee in December of 2016. CDCSC has filed articles of incorporation and bylaws with the Secretary of State and will adhere to all laws set forth in South Carolina Charter School law and all Federal Laws that pertain to Charter Schools and/or Non-Profit organizations.

The CDCSC will follow all state laws regarding Board/Committee composition and will follow Roberts Rules of Order when conducting meetings. In keeping with SC law and school based philosophies, CDCSC will:

- Support the mission and vision of the school;
- Conduct business and meetings in the sunshine;
- Not discuss items to be voted upon outside of a public meeting;
- Provide proper notice of meetings;
- Adhere to public records requests;
- Not receive compensation as related to being a Board/Committee member;

- Follow Roberts' Rules of Order:
- Allow for public comment;
- Provide agendas;
- Conduct meetings as stated in the manual;
- Follow State Board/Committee Requirements:
- Have at least 7 members;
- Be residents of SC;
- Have at least a 50% composition with a background in K-12 education or in business;
- Have at least 50% of the membership elected by the employees and families enrolled in the school;
- Not have been convicted of a felony;
- Serve a term of two years or more;
- Conduct a Board/Committee membership vote every two years;
- Attend Board/Committee orientation training within one year of being elected;
- Create a plan for ongoing Board/Committee training to include budget for such training;
- Hold regular Board Meetings at the school site to encourage school and community involvement.

Specific Duties of the board include:

- Selecting an auditor;
- Regularly reviewing financial reports;
- Setting and adopting all policies and procedures;
- Carrying proper insurance coverages;
- Selecting the school leader;
- Evaluating the school leader;
- Adopting curriculum materials to be used;
- Adopting an annual staff development plan;
- Ensuring that the school adheres to the same health, safety, civil rights and disability rights as all public schools operating in the same district;
- Following the United Nations Global Compact;
- Ensuring that all employees undergo background checks and other investigations before employment;
- Developing pay scales, performance criteria and make all employee related policy decisions;
- Reviewing bids and hire contracted work and approve vendors;
- Adopting the annual budget;

The Committee and subsequently the Board will attend all required training and any additional training/continuing education and/or in-service training to best serve the school. This may include attending the South Carolina Charter Conference, the National Charter School Conference, The National Authorizers Conference, and other program specific trainings held

during each year. Within one year of taking office the CDCSC Board/Committee of Directors will complete an “orientation program in the powers, duties, and responsibilities of a Board/Committee member including, but not limited to, topics on policy development, personnel, instructional programs, school finance, school law, ethics, and community relations” as provided, “at no charge by the State Department of Education or an association approved by the department.”

As required by South Carolina law, “at least 50 percent of the members of the Board/Committee, as specified by the bylaws, 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.” Additionally, CDCSC will conduct regular meetings at the school site during times that are accessible for parents to attend. Meeting minutes will be posted on the school’s website and available in hard copy upon request.

Further details about the Board/Committee members can be found in Appendix K and operations of the Board/Committee can be found in the bylaws, Appendix L.

## **2. Education/Charter Management Contracts**

Academica, the Education Service Provider (ESP), was selected for the following reasons including, but not limited to:

- The company is staffed by professionals and educators with extensive knowledge of and experience with Charter Schools in multiple states including Florida, Georgia, California, Texas, Utah, Nevada, Hawaii and Washington D.C.
- The proven track record of academically and financially successful schools is a testament to Academica’s capacity to carry out the functions necessary to assist the governing Board/Committee in operating a high-quality charter school. The ESP’s affiliated group serves the largest number of high-performing (HP) schools of any charter school service organization in Florida.

- The ESP's affiliated group was the first charter school service and support entity in Florida to seek SACS/AdvancED accreditation for the schools it serves, and all of the schools it serves are either fully accredited or in the process of obtaining accreditation. For example, Somerset Academy, Inc., one of the charter school networks serviced by the ESP, was the first charter school system in the Nation to receive District Accreditation from SACS/AdvancEd. Mater Academy, Inc., another charter school network serviced by the ESP, was also awarded District Accreditation from SACS/AdvancED.
- The exemplary academic performance and fiscal soundness achieved for its charter school clients by this service and support organization has resulted in 15-year charter renewals for all schools, which have had initial contracts completed.
- In 2016, Academica-serviced high schools represented 5 out of the top 25 "Best High Schools in America" by U.S. News and World Report, while 14 Academica-serviced schools were ranked overall. For example, International Studies Charter High School was ranked #13 in the nation as one of the nation's "Best High Schools" by U.S. News & World Report and Newsweek magazines and #1 in the state of Florida. The school's Advanced Placement® participation rate is 100 percent. It was awarded a Gold Medal based on its performance on state assessments and college readiness.
- In 2016, Somerset Arts Conservatory was named a National Blue Ribbon School. Last year, two Academica-serviced schools were National Blue Ribbon Award honorees: Doral Performing Arts & Entertainment Academy and Mater Gardens Academy. In 2017, three Academica-serviced schools were National Blue Ribbon Schools; Doral Academy of Technology, Somerset Academy Davie, and International Studies Charter Middle School.

Roles and Responsibilities: Given the multitude of ancillary support and resources provided by Academica, at the direction of the Board/Committee, the school site administrators have the ability to focus on providing the most appropriate and effective educational program for its students. Academica does not manage the day-to-day operations of a school, but rather provides "back office" support for the Board/Committee through a team of individuals with expertise in areas including, but not limited to, business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. This relationship allows the school to focus on their mission to "provide high quality K-12 education for the 21st century learner using cognitive, interpersonal and intrapersonal competencies" while ensuring that business operations are maintained with the assistance of an organization with the experience and track record of providing a high level of support and service to public charter schools.

Board/Committee & Academica: Academica reports to the Governing Board/Committee, which has the ultimate authority to terminate the service provider contract at any time. Academica charges a flat annual fee per student enrolled at the school payable in equal monthly installments and does not charge a percentage of revenue or income received by the charter school. In analyzing data regarding several ESP's currently working with charter schools across the nation, the Planning Committee concluded that Academica offers the most competitive price and had a proven track record of success while still allowing for the Board/Committee to maintain full control over the operations of the school.

The Vision of Academica as a Company: Academica was founded in 1999 on the principle that each school of choice is a unique educational environment governed by an independent Board/Committee of Directors best qualified to forge its path to student success. Academica works to help its clients achieve their educational and organizational goals, with the clients maintaining complete control over their schools' academic programs, staffing needs, management, and curricula.

Academica's founding mission to facilitate the charter school Governing Board/Committee's vision ensures a student-centric focus and remains the cornerstone of the ESP's approach. Empowering each client school to pursue specialized educational goals requires a strong commitment to customization, flexibility, collaboration, creative thinking and ongoing dialogue among educators, students and parents.

Academica the Company: Academica is one of the longest-serving and successful charter school service and support organizations in the nation. Backed by 20 years of experience, Academica

facilitates the sharing of best practices among the client schools it services and is often sought out in an advisory capacity upon request of a school's governing Board/Committee or principal.

With central headquarters in Miami, Florida, Academica has local offices throughout the country working with communities and charter school entities to provide educational programs from pre-kindergarten through high school, and beyond. Today, the company serves more than -150 charter schools in Florida, California, Georgia, Hawaii, Nevada, Texas, Utah, and Washington D.C. The Academica network of charter schools revolutionized the traditional K-12 educational path turning it into a dynamic K-16 network which provides students from all backgrounds and socioeconomic groups with access to a free, high-quality education that includes optional college courses taught by college instructors, located at a school's physical location or delivered online via the Academica Virtual Education web portal. By integrating technology with groundbreaking educational initiatives, Academica can help a school or a network of schools implement a top-notch educational experience for any child.

Academica Track Record and Experience: Since 1999, Academica has been successfully assisting charter school Board/Committees to develop and execute strategic plans for scaling and replicating high performing schools into new territories. The exemplary academic performance and fiscal soundness of Academica-serviced schools over the last decade has resulted in 15-year charter renewals for schools reaching initial charter contract completion. These schools have also been recognized on a local, state, and national level for their achievements.

While serving a predominately minority and low income student population on average, this network of charter schools has traditionally outperformed the government run public schools in their respective school districts. Academica is honored to work with 10 National Blue Ribbon

Charter Schools. Recently released by Education Cities, in collaboration with GreatSchools, the Education Equality Index (EEI) report ranks the City of Hialeah No. 1 and Miami No. 3 among Top-10 U.S. Cities closing the Achievement Gap, or reducing the educational divide between students from low-income families and their more advantaged peers. A total of 14 charter schools from the two cities appear on the list of 20, and 12 of those are serviced by Academica.

Academica also has extensive experience building new school campuses, retrofitting existing buildings for educational use, and collaborating with national real estate development companies to provide schools in new housing communities. Many facilities have been recognized for “Outstanding Educational Design” by The American School & University, a national publication on educational facilities. Academica has extensive experience obtaining financing for charter school facilities. Academica works with a network of banks and real estate investment institutions to provide financing and facilities to charter schools.

By forming community partnerships, Academica is able to assist the schools in giving students a rich learning environment. Local governments and municipalities, museums, consulates and foreign governments all work seamlessly with client schools to develop these institutions. By doing so, these partnerships identify high quality staff, create unique educational environments, develop successful academic programs, and graduate well-rounded students. By including new client schools in an existing network of over 150 schools and over 80,000 students throughout the country, Academica is able to assist school Board/Committees in the implementation of successful charter school practices indicative of success with predominantly minority student populations. These strategies and practices provide new schools with a support network that will afford each the ability to maintain thriving, financially viable, and academically high performing programs.

Academica's experienced team of professionals provides services and solutions for every aspect of charter school establishment and operation. This team's experience coupled with the success of the school's in the network, proves Academica's organizational capacity to support the proposed school. See Attachment for more information on the ESP serviced schools. A comprehensive list of Academica supported schools can be found in Appendix O.

Evaluations: Annually, the Board/Committee will conduct a performance evaluation of Academica to measure the service levels provided by the organization. The evaluation is grouped by area or specialty of service provided by the ESP and using a rating scale ranging from 1 (unsatisfactory) to 5 (highly effective). The Board/Committee reviews this evaluation as a means of determining service improvement, satisfaction with services and ESP contract renewal. The Board/Committees determines continuation and renewal of services based on the ESP's performance annually.

Education/Charter Management Contracts: CDCSC intends to enter into a service and support agreement with the Education Service Provider (ESP), Academica. At the direction of the Board/Committee of Directors, the ESP's services include assistance with, but not limited to the following:

- Facilities development and financing
- Staffing recommendations
- Charter Application support for initials and renewals
- Application renewals
- Accreditation
- Legal Services
- Human resource coordination
- Curriculum development
- Research
- Data updating
- Sponsor relations and reporting
- Program marketing



- Bookkeeping and accounting services
- Financial reporting and records management
- Payroll services
- Budgeting and financial forecasting
- Grant Solicitation
- Governmental and regulatory compliance
- Insurance compliance
- IT, web and social media development
- Working in collaboration with governing Board/Committees to identify the most dynamic and effective leader for the school;
- Staff development and assisting school administration to recruit its leadership staff and teaching body;
- Assisting with Professional Development through Leadership Retreats and Principal Chats to allow sharing of best practices. The school leader is in charge of setting the tone and culture of the school site, selecting curriculum, PD programs, and Interim
- Assessments.

\*\*Academica will assist with the items listed above, at the direction of the Governing Board/Committee.

Financial Management Services: Academica will conduct general accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the school's independent certified auditor. Academica may contract with McKay Kiddie or similar accounting firm to provide booking and accounting services in South Carolina.

Academica will work with the school principal to provide financial forecasting services to the Governing Board/Committee for its oversight and approval. The principal will prepare a school-site budget, report at least quarterly to the Governing Board/Committee on the progress of the site-based budget. The ESP will assist the Board/Committee and the principal in developing a budget that will be supportive of an optimal educational experience for students, while maintaining fiscal soundness and accountability. The principal maintains authority to make the hiring and spending decisions, which affect the budget.

Academica's role is to monitor the budget and advise the school and Board/Committee on how to remain fiscally sound. State funds are received by the district/fiscal agent. The district/fiscal agent then wires the funds directly to the school's account. The ESP does NOT receive said funds. The ESP will simply process school invoices relating to daily operations. The accounts payable clerk will code invoices per South Carolina accounting guidelines, verify the accuracy of the invoice, and send the invoice to the school principal for approval. The school's internal fund accounts will all be maintained at the school site under the direction of the school administrator. These accounts will be reconciled monthly by the school treasurer.

Arm's Length Relationship: Academica is hired by the Board/Committee of the non-profit organization that governs the charter school to perform specific duties, at the discretion of the Board/Committee. Academica does not manage the day-to-day operations of a school, but rather provides "back office" support for the Board/Committee through a team of individuals with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance.

All spending decisions are made by the school and/or its governing Board/Committee. The ESP does not make any spending decisions for the school. Academica submits monthly and quarterly financial reports to the governing Board/Committee at each Board/Committee meeting in the state required financial template. Annual audited financials prepared by the Board/Committee's independent auditor are submitted for review and approval upon completion to the Board/Committee. The Board/Committee annually adopts and maintains an operating budget, exercises continuing oversight over charter school operations, reports on its financial and academic progress, provides financial oversight, guides the school administration. The governing Board/Committee also hires all school leaders, sets policies, ensures the schools are operating

with a sound budget, meeting their local school district sponsors requirements, as well as all state and federal guidelines.

The principal, as the leader, is the individual responsible for the day-to-day operations of the school. Both the ESP and the principal report to the Governing Board/Committee, which has the ultimate authority to hire and fire them. Although the ESP may provide support and guidance to principals, it does NOT hire these individuals. They are hired and report directly to their Governing Board/Committees. Educators, support staff, and contractual staff will be directly supervised by the Principal. The ESP assists the Board/Committee and the school in developing their own curriculum by providing them with the resources and tools for research and development, strategic planning, and sharing of best practices of other successful charter schools.

Academica charges a flat annual fee per student enrolled at the school of approximately \$450 under an ESP agreement. The school would pay the ESP in a similar fashion as it would to vendors that provide services to public school districts and other charter schools (i.e. law firms, accounting firms, software companies, speech therapy agencies, educational materials vendors, uniform companies, etc.).

Any additional question that have not been answered in this narrative regarding the ESP and additional financing, contract termination, conflict of interest, etc. can be found in Appendix O.

### **3. Administrative Structure and Building Leadership**

CDCSColumbia (CDCSC) will use several constructs through which the school will be organized for leadership and operations. The school will be the comprehensive responsibility of the Board/Committee of Directors (or Committee); the School Leader (Principal); and with the

assistance of selected Contracted Support Services. The school will follow the United Nations Global Compact; use Plant, Program, Personnel, Pupils and Finance for organizational purposes; and will ascribe to the philosophy of “Students and Families first, Educators and Staff second; Administrative ease last”

United Nations Global Compact: CDCSChas a societal vision that is in line with and supports the Global Compact of the United Nations. This vision helps to create a culture within the school as a whole, as a business and educational institution. The Global Compact follows ten principles described here, a complete description of this compact can be found on the United Nations at <https://www.unglobalcompact.org/what-is-gc/mission/principles>.

- Principle One - Human Rights: Businesses should support and respect the protection of internationally proclaimed human rights.
- Principle Two - Human Rights: Businesses should make sure that they are not complicit in human rights abuses.
- Principle Three- Labor Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining.
- Principle Four- Labor Businesses should uphold the elimination of all forms of forced and compulsory labor.
- Principle Five-Labor- Businesses should uphold the effective abolition of child labor.
- Principal Six- Labor-Businesses should uphold the elimination of discrimination in respect of employment and occupation.
- Principal Seven-Environment- Businesses should support a precautionary approach to environmental challenges.
- Principle Eight- Environment Businesses should undertake initiatives to promote greater environmental responsibility.
- Principle Nine- Environment Businesses should encourage the development and diffusion of environmentally friendly technologies
- Principle Ten- Anti-Corruption- Businesses should work against corruption in all its forms, including extortion and bribery.

Plant, Program, Personnel, Pupils and Finance: CDCSC will organize all meetings using these four topics. The Board/Committee of Directors/Committee will be considered the governing body of the school using the Policy Board/Committee Model as described in the governance section of the application. The School Leader, known as the Principal will manage the day to day operations of the school.

School Leadership: School leadership begins with the Charter Planning Committee (the Committee) which will transition into the Board/Committee of Directors within the first year of operation. The selection of the Principal is of the utmost importance and the Committee believes that the Principal s should exhibit a strong background in education as well as possess leadership and an entrepreneurial spirit. The Principal must be committed to the mission of the school: "The mission of CDCSC is to support the development of globally competent students. More specifically, the Committee will develop a rubric for selecting the best possible candidate for the leadership position that will include, but not limited to, the following:

- Passion for the mission and vision of the school;
- Uphold the mission and vision of the school;
- Hold key stakeholders accountable for objectives of the school mission and vision;
- A background of working in education;
- Experience in teaching and/or business leadership;
- Evidence of career stability;
- Enjoys working with kids;
- Exhibits an altruistic nature;
- Tolerance and acceptance of other cultures;
- Speaks or has studied another language;
- Understands curriculum and data analysis;

- Promote collaboration among a team;

The Committee will hire Principal as soon as possible once the charter application is approved.

The search for the Principal has already begun, as members from within the committee are being considered. At the pleasure of the Committee, Dr. Lindsey Ott, Committee Chair, will transition into the position of school leader for CDCSC. Lindsey has a doctorate in Educational Leadership and holds a Tier 1 Secondary Principal certification. Dr. Ott has taught in charter schools since 2009, holds a certification in English & Gifted and Talented education and is Nationally Board/Committee Certified. She has worked in education in a number of capacities; her full resume is available in Appendix K. The Committee believes that hiring Dr. Ott as the school leader will ensure a smooth transition from the creation to the opening and running of CDCSC. Dr. Ott has taken the lead role as the Committee chair and is passionate about establishing the school in downtown Columbia.

If hiring outside of the Board/Committee/Committee is required, the Committee will consult with the South Carolina Alliance for Public Charter Schools, the South Carolina Public Charter School District and Academica for potential leaders currently working in affiliate schools, organizations and networks. Additionally, the committee will conduct a nationwide talent search. It is the objective of the Committee to employ the Principal for as long as the relationship is positive for the leader and the school.

CDCSC will follow the following leadership structure:

The organizational structure, directed by the Principal's leadership, is comprised of 3 groups of employees:

- Administrative Team (Assistant Principals, Lead Educators, Lead Custodial, Special Programs Coordinator, Business Manager, Student Services Director, Wellness Director, Integration/Curriculum Specialist, Educator Mentor).
- Educators (Educators, Substitutes and Teaching Assistants)
- Support Staff (Custodial Staff, Front Desk, Student Services, Counselors, Aftercare Program Staff)

The Principal will also collaborate with students and their families to provide a support network that will lead to positive student academic and personal outcomes.

At CDCSC the Principal will manage the day to day operations of the school. It is expected that the Principal will, among other duties:

- Support the mission and vision of the school;
- Follow the 12 tenets of a Global Citizens as described in this application;
- uphold the tenets of the United Nations Global Compact;
- Walk the campus daily;
- Meet with educators, support staff, students and families as needed;
- Hold weekly/bi-weekly staff meetings;
- Hold monthly administrative team meetings;
- Report to the Board/Committee of Directors at least monthly;
- Review school financials, to include operational expenditures;
- Regularly analyze student data and collaborate with the team to make the best student placement decisions;
- Counsel students and families as needed;
- Maintain an expectation of excellence;
- Attend necessary continuation classes;
- Ensure school compliance, to include educator certifications;
- Ensure that the school program is implemented as intended;

Leadership Plan: CDCSC intends to open a K-12 school with 500 students. The budget provided in this application supports the staffing as needed to fulfill the mission of the school. A full list of positions has been provided in Appendix H which are supported in the budget available in Appendix X & Y.

Job Descriptions: Job descriptions are provided in Appendix P for the administrative positions.

## Contracted Support Services:

The CDCSC Committee has chosen to contract with the following; however, these services are provided based on annual contracts and may be changed at the pleasure of the Board/Committee.

A formal evaluation of the Principal and Education Support Service provider will be conducted annually:

- Academica -Education Support Service Provider,
- ISSN-Curriculum/Staff Development Group,
- ADP Total Source- Payroll & Benefits

These entities will provide a variety of resources to the Principal and Board/Committee of Directors. The chart below shows the division of responsibilities in a few areas:

<b><u>Committee- Board of Directors</u></b>	<b><u>Principal</u></b>	<b><u>Academica</u></b>	<b><u>ISSN</u></b>	<b><u>ADP Total Source</u></b>
Creates & Approves all school policies and procedures.	Implements and ensures compliance with the policies and procedures.	Provides legal, financial and expert in the field guidance and support to the board when creating the policies and procedures and support to the Principal with compliance and implementation.	Assists in the development of evaluation tools for students and staff to be adopted by the board.	Provides policies and procedures for employment related services.
Approves and monitors the annual budget.	Monitors the budget and approves expenditures. Reports status to the board.	Generates a budget in collaboration with the board and principal. Provides monitoring.	Provides program cost and staff development plan for the budget.	Provides the most cost effective services to meet the goals of the budget.
Hires/Fires the Principal.	Hires/Fires Staff. Evaluates the	Provides resumes and staffing	Supports Principal and staff through	Provides all contracts and reviews all



Evaluates the Principal.	Staff.	services.  Assists with the selection of the evaluation tool.	training.	employment issues to include recommendations regarding terminations.
Approves purchase of facility and facility plan.	Collaborates with Board regarding facility matters.	Provides funding and planning services for all facility needs.	Not Applicable	Not Applicable
Approves purchases and design of curriculum and programs.	Implements curriculum and programs as approved by the board.	Provides curriculum support, support for special education programs, and provides recommendations for purchase.	Reviews curriculum and programs and provides recommendations and programs, assessment tools, etc.	Not Applicable
Reviews and assess student achievement goals and outcomes as provided for in the application.	Monitors student progress and reports progress to the board, staff, students and families. Makes adjustments to account for need.	Provides data analysis reviews and reports as needed.	Reviews data and makes recommendations for staff development and program changes.	Not Applicable.

School Families and Community Involvement: The vision of CDCSC is to open a school in downtown Columbia that provides a high quality educational choice for families that not only live in the downtown area, but for families that conduct business, work and/or attend school in the area as well. Proximity to the school will provide opportunities for families to attend parent/student conferences, attend student events, volunteer, and to be an active participant in their child's education on a consistent basis. CDCSC realizes that many families commute long distances to downtown, providing this school choice option will bring the family closer together.

CDCSC intends to encourage family involvement through a well-organized parent organization that recommends parent volunteer fifteen hours per parent, per year. Parents can assist with a variety of school needs; however, parents that will work directly with children must go through background checks and training. CDCSC will also involve community in the school through the mindful meals program, field trips, community outreach and volunteer opportunities. CDCSC intends to partner with a wide variety of organizations and has already reached out to the University of South Carolina (USC), College of Education; the Children's Center at USC; the USC department of Biological Science; Bright Horizons Childcare Center; the South Carolina Chamber of Commerce; and many other local businesses. As the school continues to become part of the community, additional connections will be explored and the school will engage in local business collaboration.

#### **4. Employees**

Overview: Clear Dot Charter School Columbia (CDCSC) will hire the most qualified staff that is dedicated to fulfilling the mission and vision of the school. As explained in the leadership section, CDCSC will use several constructs through which the school will be organized for leadership and operations. The school will be the comprehensive responsibility of the Board/Committee; the School Leader (Principal); and with the assistance of selected Contracted Support Services. The school will follow the United Nations Global Compact; use Plant, Program, Personnel, Pupils and Finance for organizational purposes; and will ascribe to the philosophy of "Students and Families first, Educators and Staff second; Administrative ease last."

United Nations Global Compact: As described in the Leadership Section, of the application, CDCSC has a societal vision that is in line with and supports the Global Compact of the United Nations.

Recruitment Strategies: To meet the objective of hiring the most qualified staff that is dedicated to fulfilling the mission and vision of the school, CDCSC will use a variety of avenues to advertise for available positions such as the following job search services: Troops to Educators; Monster.com; Indeed; Educators-Educators.com; Simply Hired; and LinkedIn. CDCSC will work with various institutions of higher learning to advertise for available positions using their employment service programs such as Purple Brief Case and Handshake. During the search for interns to assist with CDCSC, we worked with the University of South Carolina, Benedict College, Columbia College and Midlands Tech. It is our intention to continue these relationships and to expand our search to other schools in the state in an effort to look for the brightest talent available.

CDCSC will also reach out to Historically Black Universities such as Benedict College, Claflin University and South Carolina State in an effort to recruit minority educators to reflect our student population. Additionally, CDCSC may attend job fairs to seek the most qualified staff as well as utilizing the network of educators and advertising available through Academica.

Hiring Process: Once applications have been received, the Principal, or Board/Committee, and other designees will review the applications and determine those that will fit the mission and vision of the school. Multiple interviews, employee references and/or mock lessons may be required to secure the position. The review team will look for candidates that exhibit the following:

- CDCSC will hire a minimum of 75% certified educators
- At least one of the administrative staff will hold a current SC certification of administration or will have at least one year of experience in the field of school-based administration.
- Passion for the mission and vision of the school;
- Uphold the mission and vision of the school;
- A background of working in education;
- Evidence of career stability;
- Enjoys working with kids;
- Exhibits an altruistic nature;
- Tolerance and acceptance of other cultures;
- Speaks or has studied another language;
- Understands curriculum and data analysis;
- Promote collaboration among a team;
- Uses clear communication
- Has humility
- Has a working knowledge of current educationally relevant concepts
- Commitment to lifelong learning
- Is open to change
- Works collaboratively with others

Equal Opportunity Employer: CDCSC is committed to providing equal opportunity in all employment practices, including selection, hiring, promotion, transfer, and compensation, to all qualified applicants and employees without regard to age, race, color, sex, national origin, citizenship status, marital status, religion, disability/handicap, sexual orientation or any other protected status in accordance with the requirements of all federal, state, and local laws.

Employee Policies: CDCSC employees will be hired by the Board/Committee/Committee and/or their designee and will be employees of the school, NOT the CMO/EMO. All employees will have the right to a hearing before the school's governing Board/Committee upon termination. All employment policies and procedures will be explained upon offer of employment, during pre-school training, and will be available online. CDCSC will enter into a co-employment agreement with ADP Total Source who will provide the school with an employee manual that will be in compliance with all South Carolina employment laws.

At Will Employment: All CDCSC employees will be considered “at will” employees. CDCSC is dedicated to maintaining a positive working relationship with all employees. We will strive to maintain good working conditions, competitive wages and benefits, open communications, and employee involvement. Should it be determined that an employee be terminated, CDCSC must receive clearance through ADP Total Source to ensure legal compliance and to reduce and liabilities. Employees recommended for termination will be provided the opportunity to a hearing before the Board/Committee or Committee.

Staff Evaluation Process: CDCSC will use the ADEPT model for staff evaluation. Should this tool become obsolete during the term of this application, the Board/Committee/Committee will select a tool that complies with all state and federal guidelines. A mentor will be employed as described in the leadership section of this application to assist Educators in their profession so that they will have the best opportunity to earn the most positive evaluation. Additionally, CDCSC will work with Academica, ISSN and ADP Total Source to provide staff development, counseling and support.

Compensation and Benefits: The CDCSC Board/Committee or Committee will adopt an annual salary scale and benefits to attract the most qualified employees that will be competitive with the local school district salary scales.

Quality of Life: CDCSC understands that compensation is one component of employment and perhaps equally important is the quality of life each employee will have while employed at the school. The following are a list of mutually significant expectations:

CDCSC will provide:

- When possible, one 50-60 minute planning period per day for all educators;

- Paid time off for all employees;
- Benefits as required by the state and federal government;
- All necessary curriculum materials to fulfill the mission and vision of the school;
- All necessary technology to fulfill the mission and vision of the school;
- Technology for staff;
- A clear set of employee expectations;
- A safe and comfortable work environment;
- An annual contract;
- A competitive salary;
- Administrative support;
- Staff Development opportunities;
- An environment of mutual respect and compassion.

CDCSC expects staff to:

- Adhere to the rules and contractual obligations;
- Uphold the mission and vision of the school;
- Enjoy working with children;
- Follow the CDCSC 12 Global Tenets;
- 1. Maintain an Expectation for Excellence
- 2. Show Yourself and Others Unconditional Kindness & Compassion
- 3. Use Clear Communication
- 4. Value Multiple Perspectives
- 5. Have Humility
- 6. Stay Informed
- 7. Question Prevailing Assumptions
- 8. Remain Open Minded and Flexible to Change
- 9. Commit to Lifelong Learning
- 10. Be an Active Listener
- 11. Demonstrate Resilience
- 12. Take Responsibility for Your Actions
- 13. Work Collaboratively

## 5. Enrollment

Clear Dot Charter School Columbia (CDCSC) intends to locate in downtown Columbia which is located in Richland District One; however, students from all surrounding districts may attend.

The following chart reflects the anticipated district attendance rates for students at CDCSC.

CDCSC will enroll students according to South Carolina Laws as can be found in Section 59-

40-50 and 59-40-220: CDCSC will:

- Admit all children eligible to attend public school, subject to space limitations;
- Determine space limitations based on the enrollment plan of 100 student per grade;
- Require that the racial composition of the charter school enrollment reflect that of a combination of districts, primarily Richland One and Lexington 2. It is anticipated that CDCSC will draw students from all surrounding districts as parents may choose CDCSC if they work in the downtown area.
- Monitor racial composition. Statistics regarding student enrollment trends will be collected and a racial composition number will be calculated. These numbers will be used when enrolling students to ensure diversity, equality, and compliance with the law.
- If the number of applications exceeds the capacity of a program, class, grade level, or building, accept students by lot, and there will be no appeal to the sponsor.
- Not limit or deny admission or show preference in admission decisions to any individual or group of individuals, except priority may be given to a sibling of a pupil currently enrolled and attending, or who, within the last six years, attended the school for at least one complete academic year.
- Give enrollment preference to students enrolled in previous school year. An enrollment preference for returning students shall exclude those students from entering into a lottery.
- Give priority to children of school employee and children of the charter committee, if priority enrollment for children of employees and of the charter committee does not constitute more than twenty percent of the enrollment of the school.
- Allow a child who resides in a school district other than the one where a charter school is located to attend the school outside his/her district of residence.
- Not discriminate with regard to age, race, color, sex, national origin, citizenship status, marital status, religion, disability/handicap, sexual orientation or any other protected status in accordance with the requirements of all federal, state, and local laws.
- Not admit a student that is in a current state of suspension or expulsion, as permitted by South Carolina Code of Laws 59-40-50 (C) (2).

Enrollment Process: CDCSC will enroll students as stated above and during set enrollment

periods that are intended to be least disruptive to the academic year. Student articulating into classrooms in the middle of the year can be detrimental to educational environment established from the beginning of the year. During the enrollment periods, student seats will be filled on a first come, first serve basis until all seats are filled. Once student seats are filled, all subsequent

applications will be held until seats open and a lottery will be conducted to fill the available seats. With this being said, CDCSC will conduct 3 enrollment cycles.

- Fall Enrollment Cycle- CDCSC will enroll students from May 1st for the following academic year, until the close of the state, fall student enrollment period, at which time enrollment for the year will close until applications will be accepted again in the spring for the next year's enrollment cycle.
- Spring Enrollment Cycle- Returning student registration will be distributed between January and February and must be returned no later than March 1st. Returning students will be placed and the number of spaces available will be determined and filled with new applicants. New applicant applications will be collected from the time of the close of the Fall Enrollment Cycle. If more applications are collected than seats available, a lottery will be conducted to fill the available seats. New applicants will be notified if they obtained a spot by April 1st.
- Exception Enrollment Cycle-CDCSC will give enrollment preference to the groups as specified above. If a space is available, siblings, a child of an employee or committee member may be given the available seat at any time during the year. An additional winter enrollment lottery may also be held in December for students matriculating into the program after the winter break.

Student Withdrawal: Families may choose to withdraw their student at any time and CDCSC will follow all withdrawal requirements regarding the transfer of all student documents as required by law. We hope that students will stay with CDCSC, as mobility has a huge impact on a student's education. With this being said, every attempt will be made to discuss a families decision to withdraw so that we may better understand any deficiencies that CDCSC may be perceived as having and/or to assist families with any issues that they may be facing while attending the school. Involuntary student removal from the program is discussed in Section 6 and Appendix T of this application.

**Application Processing and Enrollment Requirements:** All applications will be processed immediately, only complete applications will be accepted. A 5 work day time frame is given for the student services department to contact parents/guardians via phone and/or email and for the parent/guardian agree to enroll their child. Once a space has been issued to a child and the parent



agrees to enroll their child, the student has been admitted. At this time, an enrollment packet must be completed and upon completion of the required documents, the student will be enrolled. The parents/guardians have 2 weeks to provide the school with following documents: emergency contact information sheet, student birth certificate, parental custody orders if applicable and proof of immunizations. Additional forms may also be collected.

Recruitment: CDCSC has already begun to recruit students for the 2019 academic year.

Community outreach events and mailers have been, and will continue to be, distributed to the greater Columbia metropolitan area as thoroughly described in section one of this application. In addition to marketing to students who live in the downtown Columbia area, CDCSC intends to market to families who work, conduct business or attend school in the downtown Columbia area. Additional community outreach events have been scheduled at stated in the Evidence of Need and Support needs section of the application.

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

Overview: The Clear Dot Charter School Columbia Board/Committee/Committee will develop the initial Code of Conduct during the year prior to opening the school. A draft product has already been developed and is available in Appendix T. The Committee will work with its partners at Academica to ensure that all final documents are legally compliant with all Federal, South Carolina State and local laws.

The mission of CDCSC is to support the development of Globally Competent Students.

The vision of the CDCSC Founding Committee is to create Clear Dots of education on our global map. Clear Dots of education meaning that we wish to provide students with an LEED

certified school where we focus on the 3 dimensions of Global Competency: knowledge & understanding; communication skills; and attitudes & values.

CDCSC defines a Global Citizen as a person that exhibits Global Competence. Global Competence, as defined by the Program for International Student Assessment (PISA), is

“Global Competence is the capacity to analyze global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity.” <https://www.oecd.org/pisa/aboutpisa/Global-competency-for-an-inclusive-world.pdf>

With this being said, CDCSC intends to provide a supportive environment where students learn to be global citizens. The student code of conduct must be consistent with the mission and vision. The Board/Committee/Committee will fully develop a student handbook that will be consistent with all federal, state and local laws and related policies; however, the student handbook will be a somewhat fluid document. Changes will need to be made over time. The handbook and all related policies must be approved by the CDCSC Board/Committee/Committee.

## 12 Global Tenets & Student Rights and Responsibilities:

At CDCSC, the Code of Conduct begins with a contract between the school, student and parent/guardians. The contract asks that all students exhibit 12 global tenets both in and out of school.

CDCSC expects that students will not have behavioral issues; however, we understand that children are learning to make choices and it is our responsibility to guide them. The 12 global tenets are as follows:

- Maintain an Expectation for Excellence
- Show Yourself and Others Unconditional Kindness & Compassion

- Use Clear Communication
- Value Multiple Perspectives
- Have Humility
- Question Prevailing Assumptions
- Remain Open Minded and Flexible to Change
- Commit to Lifelong Learning
- Be an Active Listener
- Demonstrate Resilience
- Take Responsibility for Your Actions
- Works Collaboratively

All students and key stakeholders should know the Clear Dot Global Citizen Promise:

*"I am a part of a living Earth and understand that we are all a part of common humanity. I promise to uphold the tenants of a Global Citizen which include striving for excellence and demonstrating resilience. I will communicate clearly, value multiple perspectives, commit to lifelong learning, and I will be an active listener. I will remain open minded and flexible to change, question prevailing assumptions and work collaboratively with others. I will show unconditional kindness and compassion to myself and others, I will have humility, and I will take responsibility for my actions."*

In an effort to assist students in developing these 12 global tenets, uphold the Clear Dot Global Citizen Promise and to assist in teaching students ways to cope with their emotions, CDCSC will partner with The University of Berkley Center for Greater Good to develop a Mindful Discipline Program. [http://greatergood.berkeley.edu/article/item/mindful\\_discipline\\_shauna\\_shapiro](http://greatergood.berkeley.edu/article/item/mindful_discipline_shauna_shapiro).

Mindful Discipline starts with the premise of unconditional love, compassion and understanding for one's self and others. All Clear Dot students will begin their day with Mindfulness training. Mindfulness training has proven to reduce stress and increase focus in schools across the world. <http://greatergood.berkeley.edu/topic/mindfulness>

CDCSC will use the Positive Behavioral Supports and Intervention program to teach behavioral expectations to students. PBSI is a team based systematic approach to teaching behavioral expectations throughout the school. PBSI is based on a proactive model which teaches behaviors,

reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. The goal of PBS is to build effective, positive school environments; enhance school climate and safety; prevent problem behaviors from occurring; teach and reinforce appropriate behaviors; Increase instructional time and academic performance; enhance teacher capacity to effectively address problem behavior; create meaningful and durable behavior and lifestyle outcomes. <https://www.pbis.org/>

CDCSC will use also use a computer based token economy behavior modification system that incorporates the curriculum of the school. The program rewards students for positive behavior through the use of an innovative program that educators, student and parents can access.

All Clear Dot Students have the right:

- To a free and appropriate education
- To be treated with respect and compassion
- To feel safe at all times
- To be treated fairly and without discrimination
- To take ownership of their education
- To have a clear understanding of all academic and behavioral expectations
- To an advocate
- To counseling
- To realize their full potential

All Clear Dot Students have the responsibility:

- To attend school regularly
- To arrive to school on time and prepared to learn
- To become a global citizen who embodies what it means to be a Clear Dot Student
- To treat others with respect and compassion
- To treat others fairly and without discrimination
- To take pride in their personal appearance

- To seek help when needed
- To always do their best and never give up

Student Code of Conduct:

CDCSC will emulate the Richland District 1 Student Code of Conduct. The CDCSC Code will not be exact; however, it will retain those components that are legally relevant and best practice, while including things that are specific to the CDCSC program, such as the 12 tenets of a Global Citizen. The CDCSC Code of Conduct that pertains to disciplinary action is enforceable in the following locations:

- Anywhere on school property
- On any school transportation system
- At any school sponsored/related event

Any behavior that occurs outside of the above mentioned school locations, to include cyber activity, may not be enforced through the disciplinary section of the Code of Conduct. If events that occur outside of the school location cause disruption on school property, the behavior that occurs on school property will be punishable.

Sections to be addressed and defined by the Board/Committee/Committee: (a draft policy may be found in AppendixT)

- Appeals & Due Process
- Arrival and Dismissal to include Transportation
- Attendance and Truancy
- Discipline of Students with Disabilities
- Electronics and Internet Policy
- Expulsions
- Offenses and Responses- Levels 1-3.
- Reinstatement
- Suspensions

CDCSC will comply with S.C. Code 59-63-235(Supp.2001); the Family Education Rights and Privacy Act (20 U.S.C. Section 1232); IDEA; Section 504 , ADA and all other laws regarding the safety, wellbeing and equal treatment of children and their families.

Discipline of Children with Disabilities, taken directly from the Richland One Code of Conduct:

CDCSC will

“follow the provisions as outlined in the South Carolina Department of Education, Office of Exceptional Children’s guide entitled Special Education Process Guide for South Carolina (Revised March 20, 2013) and according to any subsequent revisions. This guide is posted on the Special Education Department’s page on the district’s website.”

“The Individuals with Disabilities Education Act (IDEA) allows the parents of a child who has not been determined eligible for special education and related services to assert IDEA protections, including the use of due process, in circumstances when the LEA/District had knowledge that the child was a child with a disability before the occurrence of the behavior that caused the disciplinary action. (34 CFR § 300.534(a))”

“When a child with a disability violates the LEA/Student Code of Conduct, that behavior could result in suspension or expulsion. Such removals from school are subject to the disciplinary provisions of special education law. Therefore, the LEA/District officials must consider suspension and expulsion for children with disabilities very carefully.”

“A student defined under IDEA as having a disability or a student defined under Section 504 as having a handicap may not be suspended for more than 10 school days unless an IEP or a 504 school-based team of professionals who have knowledge of the student and the handicapping condition meets to first determine that the behavior is not a manifestation of the student’s disability/handicap. In such cases, if suspension is imposed, the Individual Education Plan (IEP) team is obligated to provide an educational program for students with disabilities as defined in the Special Education Process Guide for South Carolina. A student with a disability may be removed by school administrators to an interim alternative education setting for 45 school days for drugs, weapons and serious bodily injury offenses. The school may not be obligated to provide services in an alternative setting for Section 504 students.”

## **7. Transportation**

The proposed location of Clear Dot Charter School Columbia (CDCSC) will be Downtown Columbia with the idea that parents/guardians commuting to the Downtown area for various reasons will provide their own transportation; however, all students have an equal opportunity to attend CDCSC and preference is only given to students as provided in the admission section of

this application which is consistent with the South Carolina Code of Laws, Title 59-Chapter 40-Section 50 (B) 7-8.

CDCSC does not intend to provide transportation to or from school; however, if students are prevented from attending the school, the Board/Committee/Committee will seek bid for contract services and select the best service available. Alternatively, the Board/Committee/Committee may choose to purchase buses and provide services.

The following rules will apply to CDCSC regarding transportation with the assumption that the school will operate within the boundaries of Richland District 1.

In keeping with Richland District 1 and the state law, should the CDCSC Board/Committee/Committee determine that providing transportation to students is necessary for equal access, the school will provide transportation for students who reside a distance of one and one half miles or more from the school. Students residing within this limit may be provided transportation if hazardous conditions exist. CDCSC will adhere to all applicable rules and regulations regarding the operation of the transportation system. A comprehensive list of transportation policies and procedures will be adopted by the Board/Committee/Committee.

Eligibility standards: Richland 1 public school “students eligible for transportation include three-five year old students that are disabled, special needs, kindergarten student in half-fay programs and the K-12 regularly enrolled students enrolled for the 180-day school year.”

Transportation Plan: To determine if families are in need of transportation, a transportation plan must be completed when submitting an application and once enrolled, must be completed annually by the parent/guardian. The plan must be signed, dated and filed for every student, every year. This plan must indicate how the student will arrive/depart school and a question will

ask if the lack of school provided transportation would prevent the student from attending CDCSC. Additionally, the school will use the safety plan as described below.

Safety Program: CDCSC will use the KidGopher, or similar, secure child pick up system. This system validates the identity of each person picking up a student from the school through the use of hand held devices and a photo id program.

CDCSC will comply with all state regulations for driver and training and all safety requirements for school buses. In keeping with Richland 1 policies the CDCSC Board/Committee/Committee will adopt the following policies and procedures.

- CDCSC will require alcohol and drug testing for persons required to have a commercial driver's license (CDL) before employment and randomly during the academic year. Additionally, CDCSC will require alcohol and drug testing if the employee is involved in an accident, files a claim for workers compensation, or is at any time suspected of alcohol or drug use. CDCSC will also require that bus drivers complete a physical and they must have a driving record clear of any major infractions, to include but not limited to: DUI, reckless driving, or a suspended license related to driving infractions.
  - The school will pay for all alcohol and drug testing as required by the school.
- CDCSC prohibits all bus drivers from the following:
- The use of drugs, unless a written prescription from a licensed doctor or osteopath is provided along with a written statement providing that the substance does not adversely affect the employee's ability to safely operate a motor vehicle or perform other safety-sensitive functions.
  - The use or possession of alcohol within 12 hours after using alcohol.
  - The use of any electronic devices while the bus is in use.

The Clear Dot Board/Committee/Committee will adopt a no idle policy.

#### Student Bus Conduct:

- CDCSC expects that students will comply with all rules that are put in place to result in safe transportation and respect for other students and adults on the bus.
- The bus driver is responsible for the students on the bus, it is to be viewed as a moving classroom. The bus may be stopped at any time if there is a concern for safety.



### **III. Business Plan and Capacity**

#### **1. Budget and Finance**

The mission of Clear Dot Charter School Columbia (CDCSC) is to support the development of Globally Competent Students. The vision of the CDCSC Founding Committee is to create Clear Dots of education on our global map. Clear Dots of education meaning that we wish to provide students with an LEED certified school where we focus on the 3 dimensions of Global Competency: knowledge & understanding; communication skills; and attitudes & values.

The educational priorities of CDCSC Columbia (CDCSC) are those that advance the mission of the school as follows:

- Cognitive Priorities: This includes Academic Mastery (language arts, mathematics, science, social/global studies, and foreign language), Critical Thinking and Creativity.
- Interpersonal Priorities: This includes Social/Emotional Skills, Effective Communication, International Awareness, and Environmental Sustainability.
- Intrapersonal Priorities: Academic resilience, metacognition, intrinsic motivation, and persistence.

The school program and facility design support this mission which is all supported by the budget. CDCSC will use acceptable accounting practices, will have no material breaches, will address any financial concerns and will follow the South Carolina pupil accounting system, auditing and reporting procedures. The Board/Committee can state this with confidence because they have agreed to contract with Academica and McCay Kiddy a team which has many years of experience in working with charter school finance and operations. This team may change over time to include additional members or if services from other vendors become more economical or feasible.

The School has prepared conservative five and ten year budgets that reflect the School's mission and educational priorities to prepare students for success. CDCSC developed the budgets with

the assistance of McCay Kiddy, members of the Board/Committee and Academica support staff. McCay Kiddy is a Certified Public Accounting firm that has over 15 years of experience with charter schools by either auditing or providing back office accounting services to those schools. They currently work with approximately 25 charter schools in South Carolina. CDCSC will establish a development committee to include board members as well as some of management to evaluate various grants and fundraising efforts for the School. This information will be used annually with McCay Kiddy, the treasurer, and CDCSC management as the annual operating budget is created and vetted. The School will also rely on McCay Kiddy to assist with making sound financial decisions for the school including developing a financial management policy that details procurement and internal control structures ensuring CDCSC has the appropriate segregation of duties and monitoring in place to safeguard assets. McCay Kiddy will provide the school's management and Board/Committee on a monthly basis a balance sheet, profit and loss, budget to actual comparison, and a cash flow projection to ensure the School is on track and is fiscally solvent not only currently, but into the future. This monitoring is a key control for the success of CDCSC.

Included in Appendix X and Y are the 5 Year Detailed Budget, Cash Flow Analysis, 10 Year Summary, enrollment data, as well as the assumptions used during the budgeting process.

CDCSC began the budgeting process with estimating revenue. The School obtained the SCDE per pupil estimate for Charter School Funding (\$3,600) and Education Finance Act base student cost (\$2,415) to calculate base revenue. The School estimated first year enrollment at 500 students, assuming 14% of those students would qualify for special needs and 82% expected poverty which is based on the report card for Richland District 1. This results in weighted pupil per units (WPU) of approximately \$652.40. The School also estimated revenue for Fringe

Benefits Employer Contributions using a rate of \$721 WPU which was the amount allocated to schools through the state district in FY16-17. The School has intentionally left out other potential revenue, such as federal and state funds/grants, donations, and fundraising efforts, even though the School intends to pursue these funds. Once approved CDCSC will apply for the planning and implementation grant, E-Rate grant, ensure eligibility of nurse and reading coach funding, evaluate federal opportunities such as Title I and IDEA as well as solicit for contributions and hold fundraising events. Such funds once known will be incorporated in the annual budget and evaluated in the monthly cash flow analysis. Any soft funds received during the planning year and/or during the operation of the school will be managed according to state and federal regulations.

CDCSC carefully considered what expenditures are necessary to ensure the School meets their educational initiatives. A primary focus will be hiring the appropriate personnel and ensuring those individuals are trained accordingly to implement the personalized education program. The first year budget includes 41 employees which consists of 27 instructional staff, 3 special needs teachers and 1 special needs assistants, a principal, guidance counselor, nurse, 2 custodians, a student services director and business manager. The school also set aside \$63,000 for staff development to bring in other experts to ensure success of the program and employees.

The School budgeted for employee benefits and taxes by using an average of the state health plan insurance premiums for each employee, the current social security and Medicare rates, and a 5% match on a retirement plan to start in year two. CDCSC has budgeted for a private retirement plan versus the cost associated with the South Carolina Retirement System. Other significant budgeted costs include instructional services to assist with the personalized education program, exceptional services to ensure all needs are being met with special needs students, and fiscal

management services to ensure finances are a priority. The first year of operations includes a significant amount to be incurred students related to supplies, technology, furniture and fixtures, etc. The key to successfully implementing the personalized learning model is to invest in technology devices and software so the curriculum can be tailored to the student. The budget includes funds allocated for each student to have their own device as well as money has been allocated for a computer lab and instructional software. The assumptions in Appendix X identify a schedule of items that will need to be purchased for both teachers and students. The last significant piece of expenses relates to facilities and the operational needs to run the building. CDCSC has currently budgeted for a custodian, but will evaluate whether an outside service or in house personnel is appropriate. CDCSC has intentional structured the budget to be conservative by understating our expected revenues while including all expected costs for the School. CDCSC management, board, and McCay Kiddy will continually evaluate and monitor the budget to actual results and cash flow analysis to ensure fiscal solvency. If it appears that CDCSC is behind or will not meet budget expectations due to either lower enrollment or unforeseen expenses an amendment will be made to the budget. CDCSC management, the treasurer, and McCay Kiddy will develop an amended budget based on the new events and will submit to the full board for approval. The School understands that an amended budget in the first few years of operations is not uncommon as there can be unexpected expenditures and needs with a new school, therefore CDCSC has budgeted for surpluses that are at least 10% of revenue or more to prepare for the unknowns. The School is cognizant of the South Carolina Department of Education's (SCDE) requirement for a general reserve fund of at least one month of general fund operating expenditures included in unrestricted fund balance and these surpluses far exceed the requirement giving the School room to make changes shall the need arise.

CDCSC will keep their accounting records on an accrual basis of accounting which is consistent with General Accepted Accounting Principles. The School also intends on using fund accounting in accordance with Generally Accepted Government Auditing Standards as well as adhere to the funding manual and audit guide provided by SCDE. The School is aware that accurate accounting is crucial to success and will ensure both management and the board are trained and versed in these areas with the assistance of McCay Kiddy. McCay Kiddy regularly implements and audits financial statements under generally accepted accounting principles and understands the SC funding manual and guidelines, as well as the dynamics of school finance and charter schools. Due to their experience as current fiscal management providers to SC charter schools and auditors of SC charter schools they will be able to advise the School and the board of directors on the best financial structures as well as provide trainings to any members of management or board that need assistance on understanding the requirements. McCay Kiddy will also assist in developing an internal control structure to include segregation of duties as well as management and board monitoring. Key controls will include no one person having the ability to control an entire process, for instance the individual who receives cash or checks for the School will not be the one to prepare the deposit, take to the bank, and reconcile to the general ledger. There will be appropriate checks and balances in place so that management is aware and signing off on transactions and the board will provide oversight. The School has also budgeted for a qualified data clerk to compile and maintain the appropriate data in accordance with the guidelines set forth by the South Carolina Pupil Accounting Manual and the South Carolina Student Accountability Manual. The clerk's submission will be reviewed by the Principal as well as the Special Needs coordinator to verify the accuracy of the data. Currently the School intends on engaging McCay Kiddy as our fiscal management provider if the

application is approved, included in Appendix Z are the back office accounting details. We have not negotiated any other services at this time, but will be continuing to research our options for professional development, food services, custodial maintenance, curriculum, library and media services, and so forth. We intend on seeking competitive bids for significant contracts based on state procurement or as the board deems necessary. We will thoroughly examine all opportunities and proceed with the best options that meet both our educational and financial needs.

CDCSC will undergo an annual audit, adhere to all federal and state financial requirements, and fully disclose all matters of financial management to our sponsor, Charter Institute at Erskine. CDCSC will solicit at least three bids from independent Certified Public Accountant (CPA) firms and select the firm that best suits our needs. We will take into account whether the firm has prior charter school auditing experience, the location of the firm, and their pricing structure. The audit will be facilitated through McCay Kiddy and the school management and will be conducted in the same manner as all schools in our district. The Board of Directors will receive, review, and approve the Auditor's Report prior to official reporting. The audit will be distributed to our sponsor and required state agencies in a timely manner, no later than the stated deadlines.

CDCSC does not intend on offering the South Carolina Retirement System benefits to our employees. The School understands that the South Carolina Retirements System is a substantial cost and continues to increase on an annual basis. If it appears that teacher recruitment is suffering by not offering state retirement the School would evaluate with the assistance of McCay Kiddy whether CDCSC could absorb that cost both currently and in the future as the cost continues to increase.

If the school opens with less enrollment than expected, the School will immediately amend the budget and evaluate reducing staff, contracted services, and supplies at the same time pursue local income sources such as grants and contributions to offset the budget shortfall. The School needs minimum enrollment of 200 students to be fiscally solvent without hurting the School's academic initiatives. We understand as a start-up charter school that it may take a year or two of proven results and a positive environment to attract the additional students and are dedicated to achieving this initiative.

On an annual basis starting late winter, early spring the School will start their budgeting process for the new fiscal year with at least the principal, treasurer, and McCay Kiddy, there may be additional financial minded board members that would partake in the process as well. The School will begin the budget process by evaluating current enrollment, returning student applications, and new applications to establish a student count for the new school year. Any grants, fundraisers, and contributions will be reviewed as well as any other state and federal funds that were received during the year to ensure whether they are appropriate to include in the current year budget, need adjusted, or removed all together. Once revenue is projected the School will then include all known expenses based on signed agreements/contracts, needs of the students and teachers, and the necessities to operate the School. Careful consideration will be used based on current student's academic performance ensuring the School continually invests in appropriate technology and software to further each student's personal education plan. If it appears that a certain method or software is not adequate it will be replaced and the corresponding cost will be reflected in the budget. Once a draft of the budget is developed it will be sent to the other board members for review. Any questions or updates will be made and the budget will be read and discussed in open session at a board meeting. Typically there will be

additional information needed or items to adjust and a 2<sup>nd</sup> or 3<sup>rd</sup> reading may be necessary before the Board passes the budget. The budget will be approved before the start of the new fiscal year and evaluated monthly for a potential amendment. An amendment may result if enrollment does not meet expectations by either having less students than planned or the special needs population could be significantly higher and expenses would need to adjust to fit this population. There also may be unexpected expenses that materialize that would result in a budget amendment, for instance the heating/air conditioning unit suddenly stopped or a storm damaged the roof and a major repair needs completed. Regardless of the event triggering the budget change, the Principal, Treasurer, and McCay Kiddy will quickly address the change and draft an amended budget to present to the board for approval.

## **2. Facilities:**

Location: The Clear Dot Charter School Columbia (CDCSC Board/Committee has been actively searching for a facility or site on which to build a school. The desired location is in the downtown Columbia area, preferably off of a major feeder road that is used for commuters coming into the city to conduct business or attend school. Through the search, several sites have been explored and the Board/Committee has reached out to the Mayor of Columbia, the City of Columbia Council members, as well as the Economic Development Council and Columbia Development Corp. to determine the best location for the school. At this time, a definite site has not been determined, but the Board/Committee continues to work with real-estate developers to determine the best possible site.

Facility Construction/Design: CDCSC will ensure that the facility is constructed to meet all Federal, State and Local laws/requirements for school facilities, to include providing access for



students, staff and visitors with disabilities. The Board/Committee is also committed to building a “Green School” building that is LEED certified to promote the mission of the school.

To service the students enrolled at CDCSC in a space that provides the best learning environment to support the mission of the school, the following has been determined as an ideal

need:

<u>Number of classrooms:</u>	
Classrooms in grades K-6 will total 7 pods-	32,900 sqft.
Classrooms in grades 7th-12th will total 24 classrooms-	27,00 sq ft.
· Bathrooms: 104 total; 8 per grade, individual 5X5ft. stalls.	
· Core Classrooms= 45 square feet per student.	
o Total Indoor Square Footage: 74,700 (includes items in question 1 & 2)	
o Total Outdoor Square Footage: 41,500	

<u>Outdoor Space:</u>
· K-12 Athletic court
· 7th-12th Outdoor learning area with kitchen, fish & animal area
· Green House
K-6th Outdoor playground, nature walk & children’s garden

<u>Additional Indoor Space:</u>
· Cafeteria & Kitchen
· 7th-12th Grade Basketball/Volleyball Court
· K-6th Grade Auditorium/Basketball/Volleyball Court
· 7th-12th Grade Media Center/Computer Lab
· K-6th Grade Science Resource Room
· K-6th Grade Wellness Resource Room
· Principal’s Office
· Front Office
· ESE Offices/Resource Rooms
· Counselor Offices
· Office Meeting Room

The estimated cost of this facility at complete build out is \$ 14,300,000. Clear Dot plans to build in stages to accommodate for the enrollment plan. The anticipated lease amounts will be commensurate with the enrollment at approximately \$1,000-\$1,500 per student station. An example of the facility cost, which will max out with enrollment in year six.

Years	1	2	3	4	5	6
Enrollment	500	800	1050	1150	1225	1300
Building Lease	\$550,000	\$825,000	\$1,127,500	\$1,347,500	\$1,300,000	\$1,300,000

The

CDCSC Board/Committee along with the assistance of Academics, local developers and city planners CDCSC intends to begin the facility acquisition, permitting and building process as soon as the charter has been approved.

### 3. Insurance Coverages- Appendix FF