	South Carolina
SOUTH CAROLINA DEPARTMENT OF EDUCATION	**Public Charter School Application** **Cover Page**

Applicant Information

Name of Proposed Charter School: Odyssey Online Learning
Mailing Address *(if known)*: 200 Arbor Lake Drive, Ste 301
City: Columbia
State: SC
Zip Code: 29223
Name of Applicant Group: Odyssey Online Learning Charter Committee
FEIN: Click here to enter text.

Contact Information

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

Title: (select one) Mr.
First Name: Thomas
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State: SC
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Additional Information About Proposed Charter School

Grade levels during opening year: 9-12
Grade levels at full student matriculation: 9-12
Sponsor Name: Charter Institute at Erskine

Executive Summary

Odyssey Online Learning (OOL) is committed to cultivating college and career-bound students through meeting their individual needs, giving them personal attention and flexibility, providing goal-oriented and collaborative learning opportunities, and fostering positive communication between students, families and communities. OOL is a virtual public charter high school (serving grades 9-12) that uniquely addresses student needs on an individual basis.

OOL's goal is to deliver a high school education tailored to each student's needs. An OOL student will be able to select courses from a range of available content that is typically unavailable in a traditional environment. Each student's academic experience is:

- Aligned with the South Carolina standards;
- Personalized to meet individual goals and interests;
- Interwoven with offline relationships and opportunities that stimulate creativity; and
- In compliance with all South Carolina graduation requirements.

OOL is founded, administered and operated using a collaborative student-teacher model. We endeavor to empower individuals to become passionate, lifelong learners who are respectful, knowledgeable, courageous, compassionate, motivated problem solvers and principled citizens of the world. The School will offer expanded curriculum options in a safe online environment that exhibits the essentials of traditional educational core subjects with cutting-edge technology and delivery systems working together to offer students exceptional content in a 21st century environment. To accomplish this, the school utilizes a rigorous curriculum and a robust learning management system.

Odyssey Online supports the Charter Schools Act by implementing a quality online curriculum and research-based best practices to create unique opportunities for South Carolina students and families and to prepare them for the 21st century workforce or post-secondary education. OOL provides custom learning paths and a new level of student and family engagement that meets the goals of the Charter Schools Act as identified below:

1. **Improve student learning** by ensuring that each student's individual learning needs are identified and tracked. This process, combined with quality online content, research-based instructional design, and highly qualified staff

involvement will provide students with the most personalized learning opportunities possible to maximize individual student learning.

2. **Increase learning opportunities for students** by actively exposing students to topics and content that was created by experts in academic areas and that is designed to provide students with unique learning opportunities.

3. **Encourage the use of a variety of productive teaching methods** by addressing multiple learning styles. This will be accomplished using an asynchronous course structure that includes various multimedia components and an assessment structure that allows for the tracking of individual student performance. Instruction will be provided with real-time instruction, recorded instruction, open office hours and one-on-one tutoring.

4. **Establish new forms of accountability for schools** by utilizing tools that track each student's individualized performance data as related to standards-based assessments. Data can be used to demonstrate individual student accountability, teacher accountability, and overall school accountability.

5. **Create new professional opportunities for teachers** by providing a 21st century learning environment that engages staff in professional development designed to ensure success. Continual staff offerings that evolve from educational research-based partnerships will ensure that staff members are always developing best practices to ensure student success.

6. **Assist South Carolina in reaching academic excellence** by providing a school that not only effectively engages students in their learning but also reaches out to existing schools to partner and expand opportunities for students, staff and communities state-wide.

Table of Contents

I. **Educational Plan and Capacity**

1. **Evidence of Need and Community Support**

Odyssey Online Learning was formed in 2009 under the name Provost Academy South Carolina. The support documents for the formation of the original school concept are found in the appendices of this application. However, much time has passed since the original outreach to determine support for the idea of the school. There is now more concrete evidence that the community supports the continued operation of Odyssey Online Learning. The most convincing evidence of that support is in the recent growth of our student body. Our enrollment has increased more than 20% between August and January of the 2017-18 school year. Based on the growth during the first half of the 2017-18 school year, the enrollment predictions set forth in subsequent sections will be attainable. OOL also has the support of members of the community. The School is forging relationships with groups in the community to offer opportunities to our students such as job shadowing, internships, and on-site locations for students to complete their coursework.

The marketing approach of OOL is one that reaches students across all demographics throughout the state. The school has formed relationships with hospitals, school guidance counselors, homework centers and other businesses that have a high school customer base. Through these relationships, the school is able to partner with students from a wide variety of backgrounds.

Parental involvement is essential for success in the online high school environment. OOL is committed to partnering with parents and guardians to ensure that they have the training necessary to support their student. This partnership is

created through frequent communications from the school administration to the families and training to allow parents to access the Parent Portal to track their child's attendance and assessment data. The School plans to increase these training opportunities by offering frequent sessions for parents and guardians to attend webinars regarding topics of concern to high school families.

2. **Curriculum and Instructional Model**

a. **Educational Model**

The philosophy behind the OOL instructional model is one of individualized, rigorous academic content delivered by highly qualified, South Carolina certified teachers and innovative technological infrastructure. Students enrolled in the school will find a curriculum created around the central ideas of focus and engagement, supported by the emerging power of technology to drive and assess understanding and performance. The curriculum content is formatted with consistency across the curriculum, providing students with a stable learning platform that generates dynamic learning through the content. Lessons are designed to reach defined and specific objectives, allowing the students to focus their daily efforts on a small number of tasks and outcomes. The curriculum utilizes web-based learning activities as well as those that follow traditional learning models. The lessons inside each course are created using a modular approach. This allows the lesson content to be reorganized to meet the learning goals of the class and individual students. This modular approach encourages a focused and efficient approach to learning that is personalized and adaptive. The online environment – with its continuous data collection – is inherently suited to

this on-the-fly adaptation and intervention. One of the many challenges of traditional education is finding methods to engage the students' unique strengths and bolster their individual weaknesses. The content in OOL courses flows according to the objectives and is supplemented by images, captions, videos and activities designed to connect the students to the purpose of the objectives. Students maintain focus as they are asked to research, write, interact, publish, diagram and create. The structure of the content encourages students to move through the knowledge, application, synthesis, and evaluation states of the hierarchy of learning.

OOL students find a platform directed towards ownership of their education as they are asked to take personal responsibility for their achievement. Students have unlimited access to the curriculum as it is available 24 hours a day, 7 days a week. Students enrolled in the School are no longer tied to a traditional school day model. Students can expect to find an oasis at Odyssey Online Learning – they will encounter a high-tech learning environment where they are free to find their individual, unique path to success.

The School adheres to the academic standards established by the South Carolina State Board of Education. All curriculum content is mapped to state standards. Alignment of content and individual assessment items all take place through the Learning Management System (LMS) which also analyzes student performance data related to these mappings. The curriculum provider supplies alignment documents to the School. The teacher(s) for each course confirm each year that the current standards are met with the content in the course. The teachers

then will supplement the curriculum where gaps are noted. Administrative staff will use these standard reports for goal setting and proficiency level management. Teachers make the necessary interventions for any students not meeting proficiency levels. Odyssey students are also prepared for the increasingly complex life and work environments in the 21st century. The 21st-century world is rich in technology and media with access to an abundance of information. Students must also be able to exhibit a range of functional Information, Communication, and Technology (ICT) Literacy Skills. It is essential that students develop the ability to use today's and tomorrow's technologies.

OOL maintains an ongoing process to work with the S.C. Dept. of Education's Office of E-Learning to obtain course approval for any new courses being offered during the school year. The SDE template will be used for submission and we will meet the schedule as determined by the SDE.

The School will utilize South Carolina certified, highly qualified teachers to deliver content to students in both asynchronous and synchronous online environments while using technology and engaging online content to facilitate the learning process. Course offerings encompass diverse learning levels as well as Honors, AP and Dual Credit offerings. Each course contains focused, specific and testable objectives in each lesson. Course offerings exceed the requirements of a minimum of 24 credits (Carnegie Units) in state-approved courses to achieve a South Carolina High School Diploma as required by the SC Department of Education.

OOL offers a South Carolina High School Diploma to students who have met or exceeded state and local graduation requirements. To be eligible for graduation from OOL and to warrant the earning of a graduation diploma, the student must successfully complete a minimum of 24 credits (Carnegie units) in state-approved courses. The unit requirements are distributed as follows:

Subjects	Units
English / Language Arts	4.0
Mathematics	4.0
Science	3.0
U.S. History and Constitution	1.0
Economics	0.5
U.S. Government	0.5
Other Social Studies	1.0
Physical Education	1.0
Computer Science (Incl.	1.0
Foreign Language or CATE	1.0
Electives	7.0
TOTAL	24
In addition to the requirements above, to receive a diploma from OOL students must also be enrolled for at least one semester prior to graduation, and complete all necessary course requirements.	

Odyssey Online Learning (OOL) offers a high-quality instructional program that meets or exceeds South Carolina learning standards in Grades 9 through 12. The school's current course catalog offers courses designed to meet specific academic objectives with an emphasis on science, math and 21st-century skills. All courses are submitted to the State Department of Education for approval in accordance with the standards and protocols set forth by the Department. OOL provides all the instructional materials needed for the successful academic program of the student. The physical materials are delivered to the student's home and the online materials are delivered via the Internet. Students are expected to

provide items that would be considered traditional school supplies or items that can be expected to be found in a home.

A South Carolina certified school administrator ensures that all operations comply with state law requirements, statutes, regulations, rules and policies as dictated in Chapter 40, Title 59 of the 1976 Code (South Carolina Charter Schools Act of 1996) and adopted by the Governing Board.

OOL recognizes all students as individuals and that all students learn differently. As a result, we have integrated content that addresses multiple learning styles in our program. Online content includes text, videos, flash activities and labs, diagrams, illustrations, graphs, etc. to meet the needs of auditory, visual or kinesthetic learners. Recorded lessons allow unlimited opportunity for reviewing concepts and facilitate a comfort level for students working off the standard pace. Students can also take advantage of many unique examples covering each objective. Since the content that we have selected includes independent examples in the text and in the online lesson students can see multiple examples of modeling and take advantage of unique daily assessments created from our large objective/standards-based assessment pool. Students and advisors work together to create custom educational plans that allow students to excel and accelerate where possible and spend extra time on subjects as needed.

OOL is designed to provide students with not only a high-tech experience but also a high-touch experience. OOL provides students with an engaging, interactive, individualized environment that promotes improved operating

efficiencies by reclassifying the traditional teacher role. The OOL model is an online program that uses certified, highly qualified staff in the positions of Advisor and Teacher to create an educational model that allows for more focused teacher responsibilities which naturally results in improved efficiencies and staffing opportunities. Each new educator role allows for an effective/efficient instructional model.

The Advisor, in serving as the primary point of contact for the student and family, is responsible for the student's global educational wellbeing while enrolled in OOL. They remain with a student for their duration in our instructional program and have the primary responsibility of guiding the student towards academic success, social development and overall preparation for their post-secondary choice. They will serve as a coach, mentor and motivator at the same time ensuring that each student under their care receives a customized learning experience by utilizing all available instructional resources to ensure success. This certified staff member serves as the primary contact for the family. Once a family is assigned an advisor that person remains the advisor for the student for their duration in our school and any siblings that enroll are also assigned to this person. The responsibility of this teacher is to oversee the students experience with the school and to provide feedback to student and family on all school-related functions from field trips to state-mandated testing. The Advisor plays a crucial role for the school as they examine and analyze student needs from a cross-functional approach (Academic and Personal). The Advisor helps the family create the student's learning plan and is responsible for monitoring student

performance across all subjects and helps the student with pacing, testing, scheduling, etc. As the primary contact it is important that the Advisor keeps track of all student information, personal as well as educational, as home situations may affect the way that the student completes work and attends class. The Advisor has a student information view that enables them to see all pertinent information related to the student from one screen and uses this while communicating with the family to ensure up to date data. The Advisor also serves as the "Customer Service Representative" for the school, ensuring that the student's experience in our school is maximized. It is our belief that this position should be filled by a certified staff member who thoroughly understands all aspects of the school and ensures that all student-centered decisions are academically sound. (All Advisor communications are personalized and direct communication is a one to one ratio for all regular interaction).

The Certified Teacher is a content-specific, highly qualified individual certified in South Carolina whenever possible and is responsible for grading all work submitted in the online courses they teach. This certified teacher must correct student work in a timely manner. This teacher must provide clear, concise feedback to student submitted work and manage all discussion forums and blogs. This teacher communicates with families. Notes are required to be completed by the teacher for any correspondence with families or students. The subject-specific teacher is also responsible for managing the synchronous environment. This may include group lectures, secure student learning networks, as well as, subject-

specific open tutoring as necessary. Additional discussion on synchronous environment below.

Online Infrastructure - With the emergence of engaging technologies such as flash, streaming video, etc. we have selected online content that utilizes these current technologies to relieve some of the planning and instructional responsibilities of the traditional teacher. Utilizing technology, we can deliver content in a more engaging way than traditional classroom lecturing. We are reversing the traditional role of teachers and using software to enhance and remediate the student experience. The software/course delivers the primary instruction, freeing the teacher to focus on differentiation and individualization.

Guidance staff will work with to ensure testing facilities, registrations for state tests, ACT, SAT, college fairs and application help, etc. are coordinated for all families. They will also analyze best locations for test sites and coordinate opportunities with post-secondary education partners. Many of these activities and college fair opportunities will be conducted via the synchronous communications platform.

The OOL technology infrastructure that serves as the full instructional/data management infrastructure also contributes to the service experience at OOL. Through the LMS, students and guardians can have access to student performance, attendance and intervention data, as well as a means to communicate with the school in the most efficient way possible.

OOL employs faculty certified to teach in South Carolina and deemed "Highly Qualified" in their grade and subject area as defined by the No Child Left

Behind. Parents and guardians receive training at the beginning of the school year regarding verification of hours spent by their student in educational activities. They are provided with access to the Parent Portal which provides a global view of necessary student data. Verification of educational activities completed by the student in each school year is obtained through various means including system logging of attendance and activity and parent/guardian communication related to offline activities.

Each parent/guardian is provided a separate username and password for the school's Parent Portal which displays pertinent information from the learning management system (LMS). This allows both the teacher and guardian the ability to view attendance, student progress, detailed grades, feedback, and communicate with staff. In addition, teachers are available daily via email, phone, and web conferences. Teachers can also arrange for face-to-face meetings as needed to deliver instruction and monitor progress. Parents may also elect to sign up for mobile text alerts related to student attendance and real-time assessment results Advisors communicate with each family weekly by email and verbally biweekly.

OOL provides regular instructional opportunities in real time including face to face meetings with the teacher, organized educational field trips, synchronous lectures and tutorials, on-demand tutoring and daily access throughout the school week to Advisors who provide learning support and academic intervention.

The LMS is used to verify student attendance daily. Guardians, teachers, advisors and administration are provided with login passwords to access progress,

attendance, performance and to communicate with the staff. Plans will be created by the Advisor if attendance becomes an issue.

Ongoing assessments are built into the curriculum to check for understanding and mastery of course objectives and state standards. Verification is provided by Teachers and Advisors through daily monitoring in the LMS. In addition, parents have access to the daily student progress reports. Assessments include written work, quizzes, essays, virtual labs and various Sharable Content Object Reference Model (SCORM)-based activities. Student results – as well as teacher feedback – are maintained in the system and may be viewed by the student, parents and appropriate staff at will.

OOL will utilize authorized personnel to administer in-person proctored exams as required by state and charter law. Multiple sites will be established throughout the state to ensure that each family's travel time to locations is minimized.

Students who are not meeting the proficiency levels will be monitored and assisted through the response to intervention plan (RTI). This will include students not meeting acceptable levels of proficiency on the state exams as outlined in the performance goals timeline above. The RTI is a multi-tiered intervention strategy process to enable early identification and intervention for students at academic or behavioral risk. RTI allows educators to identify and address academic and behavioral difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in

preventing failure and provides data that may guide eligibility decisions for learning disabilities. The RTI process is a three-tier process:

- **Tier 1**: Communication with PLP (personal learning plan) team Curriculum Interventions using the LMS. Interventions may include the following: Group tutoring, private tutoring, re-teaching activities, on-demand videos, podcasts, prescriptive software programs

- **Tier 2**: Action Plan for Intervention that prescribes a complete program to ensure student success. Possible behavior assessment or referral to the SAP (Student Assistance Program) team.

- **Tier 3**: Referral to math and reading coaches. Referral to special education department

The key piece of the RTI process is the training of all staff to encourage the students to follow the interventions that the RTI team has in place. Communicate the interventions that are in place with staff, parents, and students. Assist the students in completing the interventions by keeping an accurate log in the LMS. Finally, refer the students that continue to struggle with the interventions they are assigned. Through this process we can ensure that we are addressing the needs of students who are not meeting the proficiency standards.

b. **Educational Structure**

Because of the unique flexibility of the online environment, students have continuous, unlimited access to their courses during each set enrollment period. In addition to the extra access to content, the school calendar includes more than the

required 180 student school days. This allows added flexibility to individualize the learning environment for students.

The class size in a virtual environment differs from the class size in a traditional classroom. The school administration will strive to maintain a student to teacher ratio that is no more than 150:1. Teachers and advisors are available for approximately 8 hours each day. For a teacher, a typical day includes 1 hour of office hours or live lesson time offering assistance to all students, 2 hours of individual assistance with students, 2 hours of grading and feedback and 3 hours of communication with students. While the students have unlimited access to the content throughout the day and night, OOL staff is not expected to respond immediately to student concerns during these extra hours. Teachers are expected to respond to all communications within 24 hours of the communication submission.

c. **Professional Development**

The professional development plan for the school is planned and implemented by the administrative team. Professional development in an online environment serves many purposes. This time is used to bolster teacher content knowledge, staff knowledge of retention and engagement strategies, training specific to the online environment as well as the rapport and team building that is critical for a staff that is predominantly located off-site. The school calendar includes a minimum of 10 professional development days each year. Some of these professional development sessions are held in-person and others are held virtually. Staff members also have the flexibility to plan together as often as they

would like. All departments meet twice each month to ensure that the department is moving towards meeting their department and individual teacher goals.

d. **Virtual Offerings – additional requirements**

The OOL program will utilize South Carolina certified, highly qualified teachers (NCLB) whenever possible to deliver content to students in both asynchronous and synchronous online environments while using technology and engaging online content to facilitate the learning process. Online course content will include flash-based activities, Web exploration, objective and subjective assessments, video, audio, online text resources and other digital content, anticipatory sets, essential instruction, re-teaching, extension activities and assessments. The amount of time spent on each course may vary depending on student learning needs. OOL's academic standards are embedded within a full complement and multi-leveled array of course offerings.

Our vision is one that allows for an educational environment that meets the individual needs of students. Through continuous monitoring of student engagement by Advisors, OOL ensures that no more than 75% of a student's core academic instruction will be provided by computer delivered content. Continued discussions will demonstrate how OOL ensures that every student enrolled will obtain a minimum of 25% of their core instruction though opportunities identified in sub-item (A)(5)(b). Students can spend at least 25% of their instructional time in a synchronous environment by utilizing the real time instructional components identified below:

- Through the use of a synchronous learning environment (Voice over IP, whiteboard, file share, application share, lesson design, breakout rooms, recorded sessions, etc.) students may attend virtual lessons and on-demand tutoring. Each session is also recorded and archived for student review and viewing if they are absent from a session. These lessons will involve a short lecture/demonstration followed by opportunities for tutoring and small group collaboration and discussion.

- Weekly communication with families from the Advisor is also a key synchronous tool for families. Regular phone conversations (a minimum of twice monthly) coupled with weekly email correspondence allows the school to maintain close communication and oversight of student progress and performance.

- Through the student/family portal, communication between staff and families allow for additional feedback on performance as necessary. This environment combines with the integrated instructional tools to help foster a learning atmosphere that can meet the needs of all students.

- Regional field trips will also allow students additional opportunities for hands-on educational experiences and real-time communication with teaching staff.

- Regional School Events/Clubs coordinated by the school will provide families opportunities to become engaged in the school community while adding personalization to existing long-distance relationships created in the online classroom.

The curriculum of Odyssey Online Learning is currently provided by FuelEducation. A thorough process was conducted to determine the curriculum provider best suited to meet the needs of our unique student population. The curriculum is easily adapted to meet the needs of the students in our school. When logging into the LMS to complete coursework, students will first land on the dashboard. The dashboard provides an overview of each course they are enrolled in by showing their current grade and pacing indicators to allow students to determine if they are working at a speed that will allow them to successfully complete the entirety of their coursework by the designated end date. From the dashboard, students can access each course. Inside the course content, students have access to all lesson modules, the course syllabus, discussion groups, staff contact information, feedback on assessments and their grade information. Parents also have access to this critically important information through their own Parent Portal login credentials.

The teaching staff of OOL will consist primarily of South Carolina certified, highly qualified teachers. Any teacher that is not currently South Carolina certified will be qualified to teach the content. In addition, at least one member of the administrative team will be either certified in administration or have experience in school administration.

OOL will utilize authorized personnel to administer in-person proctored exams as required by state and charter law. Multiple sites will be established throughout the state to ensure that each family's travel time to locations is minimized.

OOL offers a portion of its core academic instruction via live, synchronous electronic instruction. In accordance with the South Carolina Department of Education interpretation of H3097, students will have live interaction with instructors and advisors. This communication will be held through web-based classrooms, telephone contact, in-person gatherings, enrichment groups (literature chat rooms, math clubs, etc.) scheduled and on-demand real-time tutoring, discussion forums, blogs and field trips and those items outlined in (A)(5)(b). A minimum of 25% of core instruction is accomplished through real-time interaction with the school's academic team and the student as listed above.

OOL supports the Department of Education's Virtual School Program and acknowledges the opportunity for its students to enroll. As a South Carolina virtual charter public school, OOL will only serve full-time public-school students enrolled in the school.

3. **Serving Students with Special Needs**

OOL will comply with Child Find provisions of the IDEA to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities, who may be in need of special education and related services. It will also comply with provisions of all local laws regarding Child Find, including the establishment of written policies and procedures that ensure all children enrolled who may need special education and related services are properly identified, located, and evaluated. If a child is suspected of needing special education services or upon a request made by a parent or teacher, OOL Special Education Coordinator will initiate the evaluation and will be responsible for all subsequent re-evaluations.

The School is committed to a program of responsible inclusion for students with special needs. This means that it will offer an educational program designed to meet the learning needs of the broadest possible spectrum of students within the regular classroom. The School will provide appropriate services and supports to special needs students and teachers within the regular classroom—and in separate settings, when necessary, to meet the individualized needs of the child per the IEP. Special Education staff and teachers will work together to ensure that the students with special needs remain activated and focused. Where appropriate under an IEP, OOL staff will work with special needs students for intensive, short-term "pull-asides," returning them to classroom activities with support materials, plans, and follow-up. OOL staff also provide strategic direct instruction for some individual students—one-to-one and in small groups—within classrooms or in a separate setting, as determined by the IEP team. In addition, OOL staff provide classroom teachers with strategic modeling, materials, and follow-up that elaborates on instruction and practice for students with disabilities. Staff members regularly review each student's progress and adjust support accordingly, within the parameters of the IEP, to meet his or her academic and social learning needs. When "inclusion" proves not to be a responsible educational arrangement for an individual child, the school convenes an IEP meeting to discuss with the team appropriate services for the student. Special education assessment procedures provide valuable information to teachers, to parents, and to the student—all of whom are fully informed. The school will utilize appropriate IEP procedures for making referrals, conducting evaluations, communicating with

families, writing and reviewing IEPs, maintaining student records, and reporting to federal and state authorities.

Consistent with IDEA requirements, the School will ensure that each child referred for special education evaluation be assessed appropriately and that a properly configured IEP team makes determinations as to the eligibility of that student, and if eligible, what is appropriate for that child's needs. As required by law, such teams will ensure that a free, appropriate public education is provided in the least restrictive environment appropriate for each child's needs. Parents will have a voice in such determinations, consistent with the IDEA. If a student qualifies for special education services, the IEP will establish the individualized program, interventions and accommodations that are appropriate for a student and the School will provide those services or arrange for them to be provided. The IEP team will review and revise student IEPs under the timeline established by applicable Commonwealth and federal law. Transportation for Special Education services is addressed in the Transportation section of this document. The school will comply with all applicable South Carolina and federal law in ensuring that parents of students with disabilities are kept informed about how their children are making progress towards their IEP goals, as well as on measures that reflect their mastery of the general curriculum. This includes the quarterly Student Learning Contract conferences, as well any additional oral, written, or in person communications that might be called for by the IEP or that may be required by circumstances, such as changes in attendance, behavior or academic performance. The school will also communicate directly with the family whenever it perceives a need to convene an IEP team meeting, disciplinary hearing or other step

potentially impacting the student's special education program. Parents of students with disabilities will receive the same timely notifications as those provided to other parents regarding performance of their children on standardized assessments. Such communications will be consistent with the requirements of the No Child Left Behind Act and other applicable federal and South Carolina law.

OOL will provide all appropriate special education and related services either by providing such services directly or, where preferable and more efficient, by engaging a third-party contractor. In either instance, OOL will take responsibility for the delivery of special education services and, based on individual students' IEP, integrate special education into the regular academic program. OOL will ensure that all students who require accommodations and interventions will receive them as set forth in the IEP, on whatever timeline is laid out there. Transition services and assistive technology needs, where applicable and as identified in IEPs, will be provided to students consistent with their IEPs. If transportation, instructional support or other supports are needed when school is not in session, they nonetheless will be provided following the applicable law. The school is committed to meeting the IEP needs of all its students.

All special education staff will meet all additional requirements mandated by South Carolina law. The South Carolina Teacher Certification Manual states that: "Beginning July 1, 2003, to be certified in an area of special education, individuals must complete a minimum of twelve (12) hours of coursework, to include practicum work that consists of a minimum of seventy-five (75) hours of directed teaching with students in the area of specialization. The practicum work may be a separate course or

embedded within coursework. The twelve (12) hours of coursework shall address standards from the core and specialty areas."

4. **Goals, Objectives, and Assessment Plan**

   a. **Goals and Objectives**

   It is OOL's goal of moving all students to meeting or exceeding the performance goals below. We plan to use the students' personal learning plan and the assessments to move students to proficiency. OOL will have testing center sites located around the state to meet the participation goals.

   Goal 1: Improve learning outcomes for all students.

   Objective 1.1

   According to the timeline below, students enrolled in the program will meet or exceed the state average for the following tests: ACT College Ready English, ACT College Ready Mathematics, ACT College Ready Reading, and ACT College Ready Science, ACT WorkKeys Applied Mathematics, ACT WorkKeys Reading for Information, and ACT WorkKeys Locating Information, End of Course Examination Program tests in Algebra 1, English 1, Biology and US History

   Strategy

   Each student will complete a personalized learning plan aimed towards completion of high school graduation courses as described in the curriculum and instruction section of the application. The learning management system that the school uses will enable the staff to track time in the system, and other pertinent information critical to the student's

individual learning plan. Through the LMS, families and staff are able to

monitor current progress and mastery of standards. The curriculum and

instructional system are aligned with SC Standards thus proficiency can be

reviewed, and interventions applied before students take the ACT, ACT

WorkKeys, and EOCEP tests.

Measurement/Evaluation

Results compared to performance goals as shown in the table below:

Test	Baseline	1819	1920	2021	2122	2223	2324	2425	2526	2627	2728
ACT College Ready English (baseline + 2%)	34.2	36.2	38.2	40.2	42.2	44.2	46.2	48.2	50.2	52.2	54.2
ACT College Ready Math (baseline + 2%)	12.7	14.7	16.7	18.7	20.7	22.7	24.7	26.7	28.7	30.7	32.7
ACT College Ready Reading (baseline + 2%)	27.8	29.8	31.8	33.8	35.8	37.8	39.8	41.8	43.8	45.8	47.8
ACT College Ready Science (baseline + 2%)	12.7	14.7	16.7	18.7	20.7	22.7	24.7	26.7	28.7	30.7	32.7
ACT WorkKeys Applied Math (baseline + 2%)	72.7	74.7	76.7	78.7	80.7	82.7	84.7	86.7	88.7	90.7	92.7
ACT WorkKeys Reading for Information (baseline + 2%)	93.4	95.4	97.4	99.4	100	100	100	100	100	100	100
ACT WorkKeys Locating Information (baseline + 2%)	56.2	58.2	60.2	62.2	64.2	66.2	68.2	70.2	72.2	74.2	76.2
EOC Algebra 1 (baseline + 3%)	52.3	55.3	58.3	61.3	64.3	67.3	70.3	73.3	76.3	79.3	82.3
EOC English 1 (baseline + 3%)	71.4	74.4	77.4	80.4	83.4	86.4	89.4	92.4	95.4	98.4	101
EOC Biology (baseline + 3%)	60.3	63.3	66.3	69.3	72.3	75.3	78.3	81.3	84.3	87.3	90.3
EOC US History (baseline + 3%)	51.9	54.9	57.9	60.9	63.9	66.9	69.9	72.9	75.9	78.9	81.9

- Baseline data is from 2016-17 school data
- All goals are until reaching and maintaining the current state average. If state average is met but the listed goal is not, the goal is considered met.

Objective 1.2

To increase the four-year graduation rate by at least 5% each year until we

reach or exceed a final four-year cohort graduation rate of at least 75%

Objective 1.3

To increase the graduation rate of all students outside of the four-year cohort

by at least 5% each year until we reach a final graduation rate of at least 75%

for each cohort not included in the four-year graduation rate.

Strategy

Upon enrollment, each student works with staff to develop an individual

Personal Learning Plan. An early alert of potential student failure is key to

increasing the graduation rate. If a child is not achieving to standard (i.e.,

not achieving mastery of lesson objectives which are aligned to SC

Standards), the teacher will identify the student and reach out to offer

interventions. For each course, numerous resources are available for

intervention depending upon the student's learning style and their

individual Personalized Learning Plan. All lessons are aligned with SC

academic standards. In addition, the LMS tracks all information on student

performance and is reviewed by teachers and parents. The LMS also

tracks student participation, time and results for each lesson. These

academic progress data alert professional staff and parents when students

deviate from their Personal Learning Plan goals. These combined data,

performance and attendance, are also compared to the student's Personal

Learning Plan to determine if the student is progressing toward their

planned goals. To further facilitate information and plans of action, an advisor will be assigned to work with parents and students on each student's academic progress and career goals. If there is a discrepancy between the where the student's academic progression should be and where they presently are, the student, the student's parent(s) and his/her advisors meet to plan corrective action.

Measurement/Evaluation

The percentage of eligible students who graduate will be compared to the graduation rate criterion.

Timeline

At the end of each year, the percent of eligible students who graduate will be determined.

Goal 2: Provide new learning opportunities for students, particularly those who are not currently well-served, students in rural areas and students who are currently attending underperforming or failing schools.

Objective 2.1

Increase student retention by 10% annually until we reach a final goal of at least 80% retention of OOL students.

Strategy

Parent participation in the education of their children is promoted by OOL. Daily (or more often if need be), parents can review their child's academic progress online. Through an integrated easy access method, parents who have questions, comments, concerns, etc., are encouraged to contact OOL

personnel. Parent and instructional staff conferences are provided and input from parents is recorded for future reference, communication, and program improvements.

Measurement/Timeline

Upon deciding to unenroll, a survey will be given to ascertain the reason for the transfer. These data will be analyzed to determine if specific improvements in OOL should be taken. Responses will also be compared to the feedback that the student/parents contributed throughout the school year through our integrated evaluation system. Retention rates will be analyzed annually as enrollment data are finalized and comparisons will be made on enrollment numbers from year to year to determine retention trends.

Goal 3: Engage the use of a variety of productive instructional models including cutting-edge technology, individualized learning plans and team teaching to students learning styles.

Objective 3.1

To provide a seamless content delivery system for students to access coursework with pedagogically sound online and offline materials, supplement and reinforce instruction.

Strategy

OOL will use a simple and consistent curriculum structure including essential instruction, re-teaching and extension components designed to drive home a focused objective for each lesson. This structure is designed

to sequentially lead students through the knowledge, analysis and evaluation stages of learning to reach mastery. Each student will have a Personalized Learning Plan as described earlier. Instruction will be supported using rubrics, handouts, diagrams with feedback opportunities. Staff members will use a variety of online materials and program development support to implement differentiated instructional models that allow students to maximize learning by working with them to create custom study and instructional plans. Individual student instruction will be supported by a team of SC certified and highly qualified teachers per the description of the instructional delivery system that is described throughout the application. The LMS will also be used to demonstrate the process of curriculum alignment and to produce necessary reports to the authorizing district and the SC Dept. of Education Office of E-Learning.

Measurement/Evaluation

Feedback generated through surveys in every course and a rating system for assessments and forums will generate information regarding student engagement and satisfaction. Ninety percent of the students will report that they would recommend this educational model to other students. Feedback options are also provided throughout each course after lessons and assessments. All content and instructional models are vetted through independent Educational Research Organizations and content is modified to best meet requirements and suggestions of these nationally respected organizations. All course descriptions will be submitted to the SC Office

of E-Learning for course approval prior to opening school. Additional courses if changed or added will follow the same procedure. Odyssey Online Learning utilizes state of the art and cutting-edge technology for the delivery of the entire model of delivering high-quality educational learning. It meets the NACOL standards for online learning.

Timeline

Feedback options are provided throughout each course after lessons and assessments. The vetting process for content and instructional models by Independent Research Educational Organizations is already an embedded process that has been used in course, lesson, and assessment development. This is a continuous process. The curriculum alignment is in place and standards alignment will be conducted annually for new and revised courses. The LMS will be used daily for student assessment. The educational platform is completed and available on an anytime basis for enrolled students, instructional staff, and teachers.

Objective 3.2

Students will utilize cutting-edge media resources to supplement and reinforce the core curriculum. Students will also use online communication tools, including secure social media networks, to actively collaborate with peers and staff.

Strategy

Cutting-edge multimedia resources (images, video, animations, etc.) will be used to supplement and reinforce the core curriculum. A complete

description of how students will utilize the asynchronous multimedia components for support in their courses is described in the Student Schedule portion of this application. Online communication tools will be used to provide communication and creative outlet opportunities (forums, blogs, digital notebooks, podcasts, etc.) for students. These tools have the proper security filters and will provide opportunities to discuss their viewpoints, evaluate other viewpoints and publish their work to a public and secure location.

Measurement/Evaluation

Students will use these resources in their daily lessons and courses. The LMS allows teachers and administrators to document use by each student as a complete online system tracking where, how and when students utilize resources. The LMS will be used to assess proficiency, communicate levels to teachers, students, and parents. Feedback will also be generated through surveys regarding student engagement and satisfaction. When surveyed, 90% of the students will report satisfaction with using these resources

Timeline

The tracking systems and surveys are immediate and reports are analyzed daily upon enrollment into a course and participation in each lesson. Individual student information may vary as they work at a pace that meets their individual needs as identified in their Personal Learning Plan.

Students may complete lesson/assessment/course evaluations upon completion of each respective course component.

Goal 4: Establish new forms of accountability for schools.

Objective 4.1

To provide 100% of the required reports to the SCPCSD and the SC Dept. of Education that meets all state and federal accountability requirements for OOL by the use of a real-time tracking system that reports and monitors student performance. Instructional staff and students will use this system to identify deficiencies in student achievement and for decision making in areas of individual weakness that need interventions customized to each student's personalized learning plan. Parents will use the parent portal page and, when surveyed, will report a minimum of 80% satisfaction on content provided and ease of use.

Strategy

Instructional staff will use the LMS to produce aggregated data concerning school-wide student performance data. The real-time tracking system will also monitor, report and assist in improving student performance in relation to South Carolina and extended academic standards. OOL will generate real-time reports for students. These reports will identify specific deficiencies in performance on stand aligned concepts. OOL will implement the system to alert teachers, students and parents of weaknesses upon identification automatically by generating user-friendly displays of

student performance on both the student and parent portal pages that are easily and frequently accessed.

Measurement/Evaluation

The administration will evaluate the reports regularly. The Parent Portal provides access to student activities. The LMS maintains a historical archive of student data. Parents will utilize the Parent Portal and a minimum of 80% will report satisfaction with ease of use and teacher follow-up.

Timeline

Daily analysis of student performance will occur upon enrollment into the student information system and respective courses. Automated tasks are built into the system and are evaluated by the Executive Director and Curriculum Coordinator for appropriateness.

Goal 5: Create new professional opportunities for teachers in the state of South Carolina

Objective 5.1

To provide high-quality training for teachers to be able to use technology as part of a new educational model. 100% of the teachers will use technology effectively to improve student achievement

Strategy

Implement on-site professional development for teachers who will educate students enrolled in OOL. This will include initial training at the detail level as well as best practices needed to be an effective online educator.

Continuous training throughout the year will be developed and scheduled based on the teacher team's identification of their individual needs as well as the administrative staff's ongoing evaluations and review of all LMS data.

Measurement/Evaluation

100% of the instructional staff employed by OOL will participate in a rigorous, on-site/online training before interacting with the students and parents. A mentor program will pair experienced teachers with newer teachers to monitor new teacher growth and foster the use of best practices. 100% of the instructional staff will demonstrate mastery knowledge and skills to effectively use technology as part of the cyberlearning environment. Demonstration will be linked to the stated goals and objectives of the training modules.

Timeline

Orientation and training will begin upon authorization of OOL and the hiring of all staff. Initial training will be completed prior to the opening of school. Continuous training will occur throughout the school year. An end of the year survey will determine additional staff needs as well as evaluation reviews.

Objective 5.2

100% of the teachers will be able to facilitate the student experience in the online curriculum, primarily to solve problems, tutor, provide feedback, grade written work and execute intervention plans and follow up as needed.

Strategy

OOL will recruit the best and brightest certified teachers to join the cyber charter school. By focusing on hiring SC certified and highly qualified teachers, OOL will target innovative, technology-driven staff to deliver instruction to all students enrolled in the school.

Measurement/Evaluation

100% of the teachers will hold appropriate certification and credentials and will demonstrate mastery in facilitating the online curriculum, as determined by SC law and the OOL induction plan (to be created by the Executive Director upon authorization).

Timeline

Ongoing

Objective 5.3

One hundred percent of the instructional staff will be able to efficiently use communication tools such as synchronous classrooms, discussion boards, blogs, email and audio podcasts to support student learning, and secure social learning networks.

Strategy

Provide training for all OOL instructional and administrative staff to use these communication tools such as the above in ways that will best serve students and engage them to be self-motivated learners.

Measurement/Evaluation

The LMS will track the use of these tools by both teachers and students. It will also quantify on a daily basis use of the tools. Scheduled and unscheduled synchronous classroom observations and asynchronous tools monitoring will verify that teachers are effectively using all available tools to meet the needs of their respective students. Surveys will be used with staff, students and parents to obtain feedback for satisfaction and any needed refinements.

Timeline

The tools are immediately available. Training will commence after hiring the instructional staff. Continuous development of new cutting-edge communication tools is a yearly endeavor. Evaluations will be conducted on an annual basis to quantify communication tools use, identify areas of weakness and incorporate needed upgrades into the ongoing training process.

b. **Assessment Plan**

OOL has an assessment and intervention solution to help students reach their highest potential. The early intervention and progress monitoring software allows teachers and administrators to monitor individual student progress, as well as

overall class proficiency in real-time as the students complete assessments. The curriculum exams are aligned to specific indicators. Using these indicators teachers can locate weaknesses in the student's understanding, and design interventions to raise the student to proficiency regarding a concept. This software is integral to providing individualized instruction to the students as they work through the curriculum and prepare for state exams. A reporting feature also allows teachers and administrators to view documentation of the standards covered by one student, a class, or the entire school.

At OOL, every student's transcripts will be reviewed by the assigned Advisor. This review will be used to not only identify the necessary courses for graduation, but also to identify the strengths and weaknesses of each student. The supervisor also reviews the data to determine the underlying causes of the current state of the student's achievement. The Advisor, parents, and students work together to look at potential improvement strategies and targets to be identified in the students' PLP (personal learning plan). An instructional plan is then developed to meet the needs of the individual student. OOL uses ongoing, formative assessments that directly tie to the standards. In the LMS, course curriculum will be mapped to the South Carolina state standards.

Throughout the school year, OOL will provide benchmark assessments. The benchmark assessments coupled with the intervention and progress monitoring will prepare the students for the state assessments. The OOL LMS tracks student engagement within the various curriculum-based assessments. It records data on how the students interact with the systems, time on task, and many other

accountability records. School staff members can use this data to make data-based decisions. These accountability records are accessible to all instructional staff, parents, and students real-time. The OOL curriculum is designed to meet the needs of various learning styles. The curriculum is also delivered in a highly structured environment that provides a seamless experience for the end user. The curriculum provides a flexible learning path for every student, designed to motivate students to reach their highest learning potential. The curriculum is designed in a modular fashion allowing students to complete the modules that they have not mastered. The various types of assessments used in OOL are as follows:

- Diagnostic Test - These tests provide information to the instructional supervisor, parent, and student. The team will use the data need to develop the student's personal learning plan.

- Benchmark Tests- Tests that provide benchmarks on the students' progress and measure student growth.

- State mandated tests- OOL will participate in all South Carolina Department of Education's testing programs. OOL will send all the results directly to the family and will use the results for goal setting and progress monitoring.

- Lesson Assessments- Every course has lesson assessments that keep an on-going profile of student progress aligned with academic standards and proficiency levels.

- Cumulative Assessments- Every course has cumulative assessments that keep an ongoing profile of student progress aligned with academic standards, and proficiency levels

- Labs – every lab science course has lab assessments that keep an on-going profile of student progress aligned with academic standards and proficiency levels.

- Unit Exams- Every course has unit assessments that keep an on-going profile of student progress aligned with academic standards and proficiency levels.

- Authentic Assessments - Performance-based assessments, whereby the students will demonstrate his or her knowledge of a concept.

- Classroom observations- In the synchronous class, teachers with use a rubric to assess students understanding of an indicator.

OOL will be subject to and follow the same accountability measures and administer the state assessments as dictated by the Education Accountability Act for all South Carolina public schools. OOL will also comply with the additional mandates found H3097 for the virtual school operations. All state-mandated assessments will be administered in a face to face secure testing environment, proctored by qualified and trained personnel.

II.   **Organizational Plan and Capacity**

1. **Governing Board**

Thomas Scott - Board Chairman

Thomas Scott (Tom) is the Executive Director of SC Cyber. With over 25 years of State Government experience in both Florida and South Carolina, Tom has developed a wealth of knowledge and experience in protecting State critical infrastructure and cyber assets. He currently holds certifications in information security, information auditing, security leadership, and project management – he is also recognized a FEMA Continuity of Operations Planning (COOP) Practitioner. Tom is a member of the FBI's InfraGard program and serves as an advisory board member for the Dutch Fork High School Cyber program. He has actively participated in the federal information security community by serving as a member of the MS-ISAC's Education and Business Continuity workgroups. He was recently elected to the MS-ISAC's Executive Committee and selected to serve on the Board of the SC Midlands Chapter of ISACA. Tom recently was asked to join the Industry Advisory Board for the USC Integrated IT program as well elected to the Board for the OdysseyOnline Learning.

Trent Salvaggio - Board Vice Chairman

Dr. Trent Salvaggio is the Executive Director of the Internet of Things Talent Consortium, an industry non-profit whose members include Cisco, General Electric, Microsoft, MIT Sloan School of Management, Rockwell Automation, Global Knowledge, Pearson, New York Academy of Sciences, and the State of Illinois. He is

responsible for leading the organization in its cross-industry efforts to inspire, create, and grow the organizations and workforces needed to drive IoT enabled digital transformation. Prior to his current role, Trent was a professor at the College of Charleston School of Business, where he published original research and taught courses in Management, Leadership, Organizational Behavior, and Business Strategy. Trent has also served in a variety of senior level leadership positions with multi-national and Fortune 500 corporations driving enterprise wide change and development efforts. Trent earned a PhD from Trident University International for research surrounding leadership in virtual environments as well as an MBA and BA from Charleston Southern University in Charleston, SC.

Tracey Stuckey - Board Secretary

Tracey Stuckey is the Owner/Director of the Hemingway Day School in Williamsburg County. She was one of the earliest National Board Certified teachers in our state, and has over 25 years of public and private school teaching experience in South Carolina. In 1999, she worked with other NBCTs and Governor Hodges to develop the Network of Board Certified Teachers, which instituted the $7,500 pay raise for teachers in South Carolina holding this elite credential. Tracey continues to coach South Carolina teachers through the National Board Certification process in elementary through high school. In 2008, Tracey was named 2nd Best Education Blogger by the Bill Gates Foundation. In addition, she was a finalist for the Carolyn Kepcher and YAHOO! Seeds for Success – Empowering Women Entrepreneurs program. In 2012, Tracey was named to the Mickelson/Exxon Mobile Teacher's

Academy as a leader in the field of STEM education for elementary aged students. She is also a former Early Interventionist for Baby Net, where she holds an Infant/Toddler Specialist certification. Currently, she is a NBCT assessor and national scorer for both the PARCC and Smarter Balanced writing exams for students in 3rd-8th grade. She is also a current member in many professional educational organizations that support her continued professional growth which contribute to increased student learning and engagement. She has served on local non-profit boards for RALI-Williamsburg and Williamsburg County Adult Education. She looks forward to the work she will do as a board member for Odyssey Online Learning, since one of her greatest passions is providing quality school choice for families in South Carolina.

Alex White: Board Member

Alexander M. White serves as Deputy Chief Privacy Officer in the South Carolina Department of Administration Enterprise Privacy Office, which supports privacy compliance and best practices for state agencies and entities. Alex is an attorney licensed in Illinois and the District of Columbia and serves on several national advisory groups, including the International Association of Privacy Professionals' Privacy Bar Section Advisory Board as well as the U.S. Department of Homeland Security Data Privacy and Integrity Advisory Committee (DPIAC). Prior to joining the State of South Carolina, Alex worked in the insurance industry and served as a member of the Board of Directors for the Chicago Virtual Charter School. He is a

two-time graduate of the University of Georgia, where he earned a bachelor's degree in history and a Juris Doctor

Tina Pope - Board Member

Tina Pope is the mother of a student. She was an early advocate of online schools and school choice in the state of South Carolina. Although she is currently a stay at home mom, Tina has worked for the state of South Carolina as a property and casualty producer. In addition, she has worked as a secretary for McLeod Hospice in Florence, South Carolina. Tina is excited about serving as a board member for Odyssey Online Learning to support the school's growth and student opportunities.

Non-Profit Corporation Status

The School is a non-profit corporation organized under the laws of South Carolina. The School's Articles of Incorporation were filed on 10/13/08 and an amendment to these was were filed on 10/14/08 and 11/20/08. The School was incorporated under the name Provost Academy South Carolina in 2008. The School filed an amendment on July 26,2016 to change the name of the organization to Odyssey Online Learning. Odyssey Online Learning was originally founded in 2009. The planning committee consisted of Peter Brown as the chair, Ann Bundrick and Breeze Draheim. When the evidence was collected in support of the formation of the school in 2009, 959 stakeholders (students, guardians, and education professionals) reached out in support of the formation of the school.

2. **Education/Charter Management Contracts (not applicable)**

3. **Administrative Structure / Building Leadership**

   The OOL Governing Board will hire an Executive Director that will be responsible for recommending to the Board of Directors the hiring of additional administrative staff and will maintain oversight of hiring instructional staff The Executive Director will also ensure that all instructional staff meets the requirements of Section 59-40-50.

   Executive Director: Must possess all South Carolina certifications required by South Carolina educational law for the position of Principal, a masters in Academic Leadership and a have a minimum of seven (7) years of experience in school or classroom management. The role of the Executive Director is to maintain oversight of the operations of the school and ensure that the school's mission and vision are upheld. The Executive Director will oversee all school operations and be responsible for all state reports and school performance. The Executive Director will manage all board meetings and prepare content for board meetings, as well as be responsible for the budget and other district financials. They will be responsible for recommending salaries, raises, promotions and terminations to the Board and will have the final say on all employee issues. They will effectively be responsible and accountable for all decisions made and their effects and communicate all necessary information to the Board of Directors and to the South Carolina Department of Education.

   School Operations Manager: Must have a minimum of 3 years experience in school financial management.

Guidance Counselor: Must possess all Guidance Counselor certifications as required by South Carolina law. This role will supervise the Advisors.

Curriculum Coordinator /Learning Community Leaders – These positions parallel traditional building principals and qualifications include either a Masters in Education or South Carolina certificate in instructional leadership and a minimum of 5 years of classroom experience. The Curriculum Coordinator will report to the Executive Director and is responsible for interviewing and recommending hires of all instructional staff to the Executive Director and Board of Directors. They are also responsible for teacher evaluations and coordinating all Professional Development, Professional Staff Induction Program and ensuring that all instructional staff maintain appropriate certifications. In addition to teacher related issues, the Curriculum Coordinator will have the final decision on technology decisions related to the instruction of students. They will also be responsible for identifying mentors and lead teachers within each instructional department and coordinating programs dedicated to improving student performance. The Curriculum Coordinator will be responsible to the Executive Director and the Board of Directors for ensuring that the academic program maintains the goal of continuous improvement of student performance and for the school's standing as related to Adequate Yearly Progress and NCLB.

Director of Special Education: This position will oversee the Special Education Program.

4. **Employees**

Teachers: Highly qualified subject specific teachers will be hired in all core content areas and electives for the following positions and subjects. It is our intent to have

ALL SC certified teachers in core academic areas (English/language arts, Mathematics, Science and Social Studies) with either certification in that area or hold a baccalaureate or graduate degree in that subject area. Teachers will be either hired locally or contracted from other providers. OOL will ensure that the teachers identified above will be certified in the subject in which they teach as required by law. OOL intends to have SC certified teachers fill each of its positions, but in such case that an instructor would be in the 25% category, they would be appropriately qualified for the subject area, have completed at least one year of study at an accredited college or university and meet the qualifications outlined in S.C. Code ANN. 59-25-115. The most powerful determinant of student achievement is teacher effectiveness. Studies over the past decade have shown that principal leadership helps to ensure that highest-quality teachers are in place and delivering the best instruction to move all students forward. It is critical, therefore, for OOL to recruit, hire, support, develop, and retain strong talent at both the instructional and school leadership levels.

Advisor

Described on page 7.

Faculty and Staff Recruitment Support

The staffing support model focuses on distributing leadership and developing clear accountability. Both measures help foster excellence and teamwork. This staffing model also encourages productive collaboration among teachers—and between teachers and administrators—through the effective implementation of professional learning communities. The school also understands that recruiting and hiring the right people to implement a staffing model is as important as designing the model itself. As

such, the company has developed an extensive array of best practices and offers OOL a host of tools to support leadership and teacher identification, recruitment, and retention. Highly qualified staff will be recruited by OOL using a variety of resources, including Job Fairs, Open Houses, information sessions, and traditional and online advertisements, university partnerships, and Teach for America. All candidates will go through a screening and selection process that includes an application, a phone interview, review of credentials and test score, interviews with school leaders, criminal background checks and reference checks. The Human Resources Division will verify Highly Qualified Status for each candidate prior to finalizing a hiring decision. All hiring will be done by the OOL Executive Director.

Teacher Evaluations

OOL is aware of, and will comply with, the following state-mandated teacher evaluation processes. OOL will include the dates of the formal evaluation period in its annual evaluation plan.

Requirements for Formal Evaluation

Formal evaluation requirements apply to all teachers as well as to all special-area educators. OOL will use ADEPT for the evaluation of teachers and will add additional indicators and standards that are appropriate for teachers in a virtual school. The entire formal evaluation period must cover a minimum of 90 working days over the course of the academic year. The formal evaluation period must consist of two evaluation cycles that are roughly equal in length (i.e., each cycle must cover approximately 45 working days, with the total period being no less than 90 working days). The entire first (i.e., preliminary) evaluation cycle must occur during the first

semester of the school year. All or at least a portion of the second (i.e., final) evaluation cycle must occur during the second semester of the school year. The formal evaluation period begins on the date that the teacher orientation is held and ends on the date that all final evaluation conferences must be completed.

All formal evaluation systems will be based on the State Board of Education–approved Performance Standards (APSs) and their respective key elements. The Teacher education program wishing to modify the APSs and/or key elements must ensure that the modified standards are directly correlated with the APSs and that these correlations are explicitly described in the plan. The School's plan must be approved by the State Board of Education prior to the implementation of the modified standards. Evaluation results based on approved modified standards must be converted and reported to the State Department of Education (SDE) as APSs.

Certificate Advancement

Educators must be employed at the annual-contract level in a public-school setting and must successfully complete a formal evaluation in an area or areas in which they hold current certification. Educators must be employed at least half-time (i.e., FTE = >0.5) during their formal evaluation year to be eligible for certificate advancement.

Professional Growth and Development Plans

According to the ADEPT statute (S.C. Code Ann. §59-26-40 (2004)), teachers at the annual- and continuing-contract levels must establish individual professional growth and development plans. These plans are incorporated into the "Fulfilling Professional Responsibilities" ADEPT Performance Standard 10 for teachers and for

educators in each respective special area. Any performance weaknesses that are identified during the preliminary evaluation cycle must be included in the educators' professional growth and development plans at the time of the preliminary evaluation conference. Teachers must be provided with appropriate support and assistance in addressing these weaknesses. However, evaluators may not serve as support persons for teachers they are evaluating.

Teacher Employment and Dismissal Procedures

All employees of OOL will be employees at will, as defined by the State of South Carolina, unless this relationship is expressly modified by a written employment agreement signed by the OOL Governing Board or its authorized designee. OOL will have fair and clearly set forth policies and procedures regarding employment, evaluation and termination for all its employees. OOL's Governing Board will review, revise and adopt such policies and procedures and integrate them into the School's Employee Handbook. All OOL employees will be required to sign an acknowledgement that they have received and will abide by such policies and procedures.

The Employee Handbook ultimately adopted by the OOL Governing Board will include reasonable policies and procedures governing the appropriate standards of conduct to be adhered to by all OOL employees. The Employee Handbook will include a list of the types of conduct that could result in disciplinary action, up to and including immediate termination of employment. (Please refer to draft Employee Handbook) The list that will be included in the Employee Handbook is not intended to limit the School's right to discipline or discharge employees for other reasons, nor

will it alter or limit the employment at-will relationship between the School and its employees. Employees will receive written notification of any disciplinary action being taken against them.

Teachers and administrators who will not be offered employment agreements for the upcoming school year will receive written notice from the Executive Director with the approval of the OOL Governing Board if their services will not be needed or desired during the upcoming school year. Employees who are given notice that they will not be offered employment during the upcoming school year will have the right to a hearing before the OOL Governing Board in accordance with the School's grievance procedure described below.

Grievance Procedure

The OOL Governing Board will review, revise and adopt the School's proposed grievance procedure set forth below. (Please refer to draft Employee Handbook). OOL recognizes the necessity for providing a procedure for resolving issues, concerns or disagreements that may arise during an individual's employment with the School in a timely and effective manner. The purpose of this procedure is to provide employees both informal and formal avenues to resolve grievances and complaints as promptly and as fairly as possible. The following steps should be taken by employees with grievances or complaints. An employee may stop the grievance process at any step.

- Employees are encouraged to discuss their concerns informally with their immediate supervisor as soon as an issue arises.

- If the issue cannot be resolved to the satisfaction of the employee through these initial informal discussions, then the employee should put his or her concerns in writing and submit them to his or her supervisor, including a description of the issue and the employee's proposed resolution to the same.

- The supervisor will then meet with the employee within a reasonable amount of time to attempt to resolve the issue. A summary of their discussion and the proposed resolution will be given to the employee by the supervisor.

- If the employee is not satisfied with the resolution proposed by his or her supervisor, the employee may request a meeting with the School's Executive Director and/or a representative from the Human Resources Division.

- The Executive Director and/or representative from the Human Resources Division will meet with the employee within a reasonable amount of time to attempt to resolve the issue. The Executive Director and/or representative from the Human Resources Division will give the employee a summary of their discussion and the proposed resolution.

- If the employee is not satisfied with the resolution proposed by the Executive Director and/or representative from the Human Resources

Division, then the employee may request a meeting with the OOL

Governing Board.

- The OOL Governing Board will meet with the employee within a reasonable amount of time to attempt to resolve the issue. The Governing Board will then give the employee its decision regarding the resolution of the issue at hand. All decisions of the Governing Board will be final. Often, OOL's policies, procedures and/or practices will dictate the resolution to the issue.

No employee shall be retaliated against in any way for utilizing this grievance procedure.

Dismissal Procedures

As stated above, all employees of OOL will be employees at will, as defined by the State of South Carolina, unless this relationship is expressly modified by a written employment agreement signed by the OOL Governing Board or its authorized designee. The Executive Director and/or his or her authorized designee, will make recommendations regarding terminations to the OOL Governing Board. The ultimate authority to terminate an employee is vested in the OOL Governing Board. An employee will receive written notification of any termination recommendation affecting him or her. Upon notice of such a recommendation, the employee will have the right to a hearing before the OOL Governing Board. All decisions of the OOL Governing Board will be final.

OOL employees will be requested to provide notice of their resignation in writing to the Executive Director at least two weeks prior to their last day of work, unless the

employee's individual employment agreement requires a longer notice period. All OOL employees will be required to return all keys, identification cards, tools, security codes, computer equipment, computer passwords, telephone voicemail passwords, other office equipment and/or any other property of the School, including, but not limited to, books and other teaching materials and resources, written documents, files and/or student records, to their supervisor or the Executive Director upon their separation from the School.

An employee who is absent for three or more days without contacting the Executive Director and/or his or her designee will be deemed to have abandoned his or her employment and the School's records will reflect that the individual has voluntarily terminated his or her employment with the School.

The OOL Governing Board reserves the right to eliminate positions within the School based upon recommendations from the Executive Director and/or his or her authorized designee. An orderly process for the phase-out or elimination of such positions will be established by the OOL Governing Board in consultation with the Executive Director and/or his or her authorized designee.

Employment and Dismissal Procedures for Administrative, Paraprofessional, and Other Non-Teaching Staff

OOL paraprofessionals and other non-teaching staff will follow the same employment, grievance and dismissal procedures as outlined for teachers (above) and in the draft Employee Handbook.

5. **Enrollment**

The OOL student population is comprised of students who crave an alternative to traditional modes of education. We will welcome students who desire to work independently, whether because of disability (we estimate that 10 percent of the student body will have learning disabilities) or a variety of other reasons. Additionally, we expect that OOL's 21st-century skills will draw high-achieving students who seek to further their education through highly personalized means.

In accordance with the South Carolina Code of Laws (Section 59-40-50), OOL will admit all students who are ready to enter grades 9-12 and who reside in the South Carolina School District, subject to the projected student enrollment numbers. Consistent with applicable law, it is up to OOL's discretion to admit students who have been expelled from other schools. OOL is planned for a capacity of 1000 students. Students will be recruited and eligible for admission from throughout South Carolina as the South Carolina School District's boundary is statewide. They will be considered in the order in which their applications are received. No students will be admitted from outside of South Carolina. Students will be notified by certified mail of their acceptance. Students who have been accepted to attend OOL must register no later than 30 days after notification of acceptance. Those students who do not enroll within the designated period will be withdrawn from the accepted enrollment list and they must reapply if they wish to attend. Students and parents/guardians are required

to attend an orientation session prior to enrollment. These sessions will cover the school's policies, procedures, curriculum and the required conferences.

Upon application to OOL, parents/guardians must submit proof of residence. Parents and students will be encouraged to tour the Web description of the school and examine the curriculum and virtual offerings and requirements so that they clearly understand the school's mission, the curriculum and technology before making their decision. The advisor will review the student's information and meet with the student and parent/guardian to develop their Personalized Learning Plan.

Should the application exceed the capacity level of the program, class, or grade level, students will be accepted by lot, as specified in state and federal guidelines. Lottery applications/cards will be submitted to the OOL Board of Directors, who will appoint an independent committee to conduct the lottery. The lottery will be widely and duly publicized and held at an evening meeting open to the public as well as posted in real time on the Web. Each applicant's name will be placed on an index card to include their grade level. School personnel will verify each lottery card with its application. Each lottery card will be placed in an envelope noting only the grade level of the students by school personnel with members of the independent committee verifying the placement. A recognized community leader will draw according to grade levels, each name drawn will be recorded by school personnel and the lottery order number. The process will continue until all cards have been drawn and recorded. A list will be published with the name and the order drawn and will serve as the admission order.

OOL will not limit, deny admission, or show preference to any individual or group of individuals. The school will widely recruit, register and admit students without regard to race, creed, color, gender, natural origin, religion, ancestry, disability or need for special education services. The law does allow OOL to give preference to siblings of enrolled students, as well as children of employees and the OOL Board of Directors prior to the implementation of any lottery process. The total number of students within this preference will not exceed 20 percent of the school enrollment. (SC Charter Schools Act of 2006).

The OOL admission policies allow for any students who may be denied admission to appeal to the SC Charter School District. Any student who is denied admission for a reason other than the results of a lottery may appeal that determination to the Odyssey Online Learning Board of Directors.

The school will provide wide outreach and make every effort throughout the state of South Carolina to ensure compliance with the racial composition of the state (29 percent minority) while realizing that it may vary by no more than 20 percent. If such an order were in effect, the school would comply with it. The Charter Committee recognizes the importance of a diverse student population and we intend to invite all potential students and their families to learn about the mission and excellent curriculum offerings of the virtual school. OOL will recruit through Web and radio advertisement, flyers, brochures, meetings with faith-based groups of all religions, meetings with community groups, distribution of information at community and neighborhood events, and contact with individuals. OOL will also implement a direct mail, telephone and Internet campaign from a variety of mailing lists representative of

the state. OOL will also dedicate a Community Outreach Coordinator to assist with recruitment efforts. Regional meetings will be held throughout the state to provide information and answer questions in person. Information will be provided in both English and Spanish. We anticipate that OOL will also work with a variety of youth-based partnerships like Boys & Girls Clubs both in outreach as well as for school functions. OOL understands that for a variety of reasons high school students wish to participate in a personalized and technological school that offers a wide variety and various levels of courses and electives, emphasizes 21st-century skills, and provides opportunities for dual credit. OOL's application policies and procedures clearly demonstrate timely, fair and realistic timelines for recruiting, registering and admitting students to ensure racial compliance.

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

Student Conduct

Odyssey Online Learning exists to educate its students. The school will not tolerate any actions from students, parents, staff or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself. The following infractions in the Code of Conduct may subject the student to discipline up to and including suspension or expulsion, if the infraction occurs during the presentation of any learning opportunity or at any school event, activity, or function.

- Cheating – acting dishonestly, copying, or using someone else's work

- Plagiarism – The act of taking someone else's ideas, words, or writing, and attempting to pass them off as your own or using them in any way without permission is an unacceptable educational practice.

- Insubordination – not accepting directions; refusing to cooperate with OOL employees, agents and other representatives

- Theft – taking property of another without right or permission

- Fighting – participating in physical contact with one or more students, faculty, or staff of OOL or any other person with the intent to injure

- Vandalism – purposeful destruction, misuse, or defacing OOL property

- Violating the Acceptable Computer Use Policy

- Profane/obscene language or gestures toward students/staff/teachers/others – using unacceptable, disrespectful words, terms, or gestures intended to embarrass or insult

- Wrongful conduct – any action or inaction not specifically referenced in the listing above that impedes, obstructs, interferes, or violates the mission, philosophy, and regulations of OOL or is disrespectful, harmful, or offensive to others or property

- Drugs, Alcohol, and Tobacco

  OOL prohibits the possession and/or use of drugs, alcohol, illicit substances or tobacco products on school property or at school-sponsored events. Violators face a full range of disciplinary action including suspension or expulsion from school. They also may be prosecuted to the full extent of the law.

- Weapons

  OOL prohibits the possession of any weapon(s) on school property or at school- sponsored events. Violators face a full range of disciplinary action including suspension or expulsion from school. They also may be prosecuted to the fullest extent of the law.

- Harassment

  OOL requires all employees, students, and other individuals in the school environment to conduct themselves in an appropriate manner with respect of all employees, students, and other members of the school community. Harassment in any form or for any reason based on religion, ethnicity, race, gender or sexual orientation is strictly prohibited. "Harassment" includes remarks, gestures or physical contact, writing placed on school property or the display or circulation of written materials or pictures derogatory to either gender or to an individual's sexual orientation. What constitutes sexual harassment is based upon reasonable perceptions of the complainant rather than the intent of the alleged harasser. Students who believe they are victims of harassment should report such occurrences to a OOL school official.

- Bullying Prohibited (Policy)

  Bullying is a form of harassment. Bullying is defined as the repeated intimidation of others by real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include but is not be limited to actions such as verbal taunts, name-calling and put- downs, including ethnically based or

gender-based verbal put-downs, extortion of money or possessions, and
exclusion from peer groups within the school. Such conduct is disruptive to
the educational process and, therefore, bullying is not acceptable behavior in
OOL and is prohibited.

- Hazing Prohibited (Policy)

  Soliciting, encouraging, aiding, or engaging in hazing on any school property
  at any time or in connection with any activity supported or sponsored by
  OOL, whether on or off school property is strictly prohibited. Hazing means
  any intentional, knowing, or reckless act meant to induce pain,
  embarrassment, humiliation, deprivation of rights or that creates physical or
  mental discomfort, and is directed against a student for the purpose of being
  initiated into, affiliated with, holding office in, or maintaining membership in
  any organization or club, or athletic team sponsored by OOL and whose
  membership is totally or predominately other students from OOL.

o Students engaged in any act of harassment, hazing or bullying that is in any way
  connected to anyone associated with OOL will be subject to one or more of the
  following disciplinary actions:

  - Conference with parent or guardian

  - Removal from participation in extra-curricular activities

  - Suspension for up to 10 days

  - Long-term suspension for the remainder of the school term

  - Long-term suspension for the remainder of the school year i.e. longer than
    one term or semester but less than a full year

- ▪ Referral to an appropriate law enforcement agency

- ▪ Permanent expulsion from OOL

Acceptable Computer Use Policy

Students are responsible for appropriate behavior on the school's computer, just as in a brick and mortar classroom or at a school event. Communications on the Internet are often public in nature. The use of the computer is a privilege, not a right. The school may suspend Internet reimbursement or deny the use of school computer equipment to any student who abuses that privilege. Students are personally responsible for their actions in accessing and utilizing the school's computer resources. Students are advised never to access, keep, or send anything they would not want their parents or teachers to see. With regard to privacy, computer storage areas may be treated like the "traditional" school lockers. OOL will supply each student with an email account that will be stored and maintained on the school email server. OOL administrators reserve the right to monitor any student email communication that passes through school email servers. Administrators may review communications files to maintain system integrity. This will insure that students are using the computer system responsibly. Students should never download or install any commercial software, shareware, or freeware onto their computers unless they have written permission from the technical support staff at OOL. Students should not use profane, abusive, or impolite language when communicating online. They should not access any materials that are in violation of school rules and policies. If students encounter such material by accident, they should report it to their parents immediately who should then contact OOL with this information. OOL expects students to observe the following rules of online behavior:

- Students will only access the Internet for educational purposes

- Students will restrict their access to material deemed appropriate by staff and parents

- Students will use appropriate conduct toward others

- Students will observe and respect license and copyright agreements

- Students will keep passwords and personal information confidential.(Student names, telephone numbers, and addresses should not be revealed over the Internet.)

The following types of access are considered to be inappropriate uses:

- Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination

- Using the access for illegal acts

- Attempts to access any resources that are restricted, confidential or privileged

- Posting chain letters

- Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment

- Granting Internet or Network access to unauthorized persons intentionally or unintentionally, or failing to notify a teacher or administrator if you suspect someone of using your password

- Posting personal contact information

- Agreeing to meet someone met online without parental approval and under the supervision of a teacher or authorized adult

- Attempts to disrupt access

- Causing damage to or changing function, operation or design of the technology

- Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening language

- Harassing another person

- Posting false or defamatory information

- Plagiarizing information found on the Internet

- Disregarding the rights of copyright owners on the Internet

- Posting Web pages without the consent of a teacher or authorized adult

- Buying or selling any products or services

Parents must monitor their children's compliance with these standards. Students who violate these standards may face a loss of Internet access, the loss of school- owned computer equipment, other disciplinary measures, and/or legal action.

Discipline of Students with a Disability or Suspected of Having a Disability

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but about whom the school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. The school will comply with sections 300.519-300.529 of the Code of Federal Regulations and any applicable state rules. Those provisions ensure that students deemed to have disabilities under the Individuals with Education Act (IDEA) are provided with appropriate process and protections.

Public education includes students from many backgrounds. While OOL supports individuality and growth, it must have rules to function effectively. OOL will provide students, parents, school personnel and the public with a clear description of the minimum standards of behavior for all students. Ultimately, the OOL School Board defines appropriate student conduct and presents a range of responses for use by school personnel to address individuals who exhibit inappropriate behavior. All suspension and expulsion procedures are conducted according to due process, as outlined here:

- The Executive Director or appropriate school administrator will provide the student/parent/guardian written notice of the intent to suspend/ recommendation to expel.

- The written notice will include reasons for the intended suspension/recommendation for expulsion. The notice will state the time and place to appear before the Executive Director, appropriate school administrator or Board for a hearing on the matter.

- Prior to suspension/recommended for expulsion, unless there is a safety concern or another emergency, the Executive Director will provide the student with an informal hearing on the matter, where the student will have the opportunity to respond to the charges

- If the student is suspended, a complete explanation will be provided orally and in writing by the Executive Director

- By their request, the student/parent/guardian, and/or representative have the opportunity to appear before the Board to challenge the suspension, or to otherwise explain the student's actions that lead to the intended suspension.

- The Board may grant an extension of the hearing date. If granted, all parties will be notified in writing of the new time and place for the meeting.

- Only the Board, upon recommendation by the Executive Director may expel a student. Such may only occur in accordance with due process and in compliance with procedures identified in the South Carolina Code

- Prior to expulsion, the student will have the opportunity to respond to charges before the board and confront witnesses. The student will be provided with an opportunity to have legal counsel present to represent them at the expulsion hearing.

- If a student is expelled, the expulsion will be documented in writing and will become part of that student's permanent record.

- At the beginning of each school year, OOL will hold a mandatory orientation session for parents and students. At this time, OOL will present the complete Code of Conduct which sets out a clear description of the minimum standards of behavior for all students. Parents and students will have an opportunity to review the Code of Conduct and ask questions during this time. All students must agree to abide by the rules and procedures outlined within the Code of Conduct in order to attend OOL. Parents and students are encouraged to ask questions throughout the school year as well if they have any questions about rules outlined in the Code of Conduct. If there are changes to the Code throughout the school year, parents and students will be notified in writing.

7. **Transportation**

   Odyssey Online Learning (OOL) may provide transportation for any special school events and will assure that such transportation meets all safety standards and bears insurance required under SC law. Anticipated mandatory school events that may require students to report somewhere other than their home or immediate neighborhood include proctored assessments and state standardized tests (which students will take at secure locations proctored by trained school personnel). All mandatory testing will be proctored in a face-to-face session. Regional testing centers will be utilized for authorized school personnel to administer tests. Every attempt will be made to locate testing centers within fifty (50) miles travel distance from any student's home base. Any contracted transportation service will need to be bonded

and will provide proof of insurance. Parents who provide transportation for students will need to provide insurance documentation.

OOL will provide a free and appropriate public education to all students with an identified disability, consistent with federal law. OOL will comply with all applicable laws and regulations addressing the education of special needs students. As such, if transportation is mandated within a student's Individualized Educational Plan ("IEP"), it shall be provided to the student in a manner that meets the requirements of the IEP. Transportation shall be provided at no cost to the student, and parents will have the option of either providing transportation themselves (for which they would receive reimbursement) or of receiving it through a properly bonded and insured provider.

III.   **Business Plan**

1. **Budget and Finance**

The OOL Governing Board will determine the business and financial services protocol for our charter school. Our Five-Year Projected Budget has been prepared in accordance with State Department of Education (SDE) Financial Accounting Handbook, with reference to the Funding Manual and the Single Audit Guide. The Governing Board will adopt an Annual Operating Budget during June preceding the start of the Fiscal Year and will receive and approve Quarterly Financial Statements during the operational Fiscal Year.

Revenues

Documentation from the SDE of estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(C), has been obtained.

There are no grants included in the budget. However, OOL expects to apply for the Implementation Grants per the SDE application process.

Expenditures

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

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

The OOL Governing Board will determine the financial processes and protocols for the school. The Board's objective will be to select the process that best addresses the school's fiscal and operational needs and ensures the best use of public funds. The Governing Board will approve and adopt an annual budget prior to the start of the fiscal year and will conduct monthly reviews of the school budget. The OOL Governing Board will also hold direct responsibility for and authority over the direction of the school's finances. Initially, the school's Executive Director was responsible for implementing the fiscal policies adopted by the Board. When the school's enrollment grew to a size that merited outsourcing these responsibilities, the school hired a business manager.

Annual Audit

The school will undergo an independent financial audit, by a Certified Public Accountant (CPA), in accordance to the specifications published by the Office of District Auditing and Field Services in the Financial Accounting Handbook, Single Audit Guide, and Funding Manual. The audit will be conducted in the same manner as is done for all schools in the sponsoring district. We will adhere to accounting, auditing, and reporting procedures and requirements of UCSD, which are those for all public schools operating in South Carolina.

Pupil Accounting System

OOL will abide by the guidelines set forth in the South Carolina Pupil Accounting Manual and the South Carolina Student Accountability Manual. It will adhere to the reporting procedures, policies, and regulations that apply to all schools in South Carolina. OOL will implement the programs and procedures as defined in the South Carolina Pupil Accounting System, and will report in accordance to the specifications and schedule defined within. We will follow the definitions of the Membership Criteria, assigned the proper EFA codes, adhere to the Attendance Reporting policies, meet the requirements of the Reporting schedule, and comply to the Record Retention recommendations provided in the South Carolina Pupil Accounting System guidelines. OOL will follow the regulations set forth in Regulation No: R43-172 for proper per pupil accounting: "According to Section 4, paragraph (1)(c) of the South Carolina Education Finance Act of 1977, each pupil in the state shall be counted in only one of the pupil classifications and must meet all qualifications both general and specific, before the pupil can be classified and claimed in a public school."

Negotiated Services Documentation

OOL does not anticipate contracting for services with any school district.

2. **Facilities**

OOL has different and less demanding facility needs than a brick-and-mortar school model. We currently lease an existing office facility for teacher and administrator support that is approximately 5,000 to 7,000 square feet in size and has the capacity to expand as the school's enrollment increases. Additional facility characteristics will include ample, cost-effective parking for teachers and visiting parents who visit the school as well as proximity to a large storage space to accommodate approximately 400 square feet of records and materials. Technical space requirements include a server closet with ample cooling to support a 42U server rack. This has all been anticipated in the enclosed budget.

OOL will provide, via lease, all equipment necessary for staff to perform all requirements. This includes laptop computers and school software. For the administrative offices, our equipment needs will include but are not limited to: office furniture and equipment, office supplies, computer technology, telephone system and software applications.

OOL administrative headquarters will meet all requirements and approvals by the SC SDE Office of School Facilities. Sites selected for testing will be determined depending on the ease of access to the various geographic student populations. The facilities used for testing will meet all approvals. We will evaluate and secure state compliant facilities for testing sites at least 30 days prior to a test date so that we can

provide students and families due notice on the location and times of the testing events.

3. **Insurance Coverage**

Liability and property insurance coverage for Odyssey Online Learning will be similar to other full-time online public charter schools, and OOL ensure that this coverage complies with state law, particularly South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2002)). OOL will have the same status as a public school in matters of civil liability. The appropriate insurance for and legal waivers of all district liability will be obtained as required of other non-profit users of district resources and facilities. Certificates of Insurance or other acceptable proof of coverage will be available once the charter is approved and each time it is renewed to demonstrate continuous coverage. OOL has secured insurance as follows:

- Worker's Compensation Insurance

An Insurance Quote from the South Carolina State Accident Fund is forthcoming and can be provided after the application deadline; however, it was not available at the time of this submission. Below is an estimate of this insurance cost.

  - Statutory Benefits – South Carolina

  - Employers liability $1,000,000

- Liability Insurance

Fund Occurrence Policy Form Limit of Liability:

  - $1,000,000 Each Occurrence

  - No specific BI exclusion for Sexual Abuse/Molestation/Athletic Participation

  - Medical Expense coverage excludes Athletic Participants

- Broad Named Insured includes Trustees, Board Members, Employees, Volunteers, Directors & Executive Directors, former, present and future employees

  - Property Coverage

    - Business Personal Property: $250,000

    - EDP Coverage: $500,000

    - Loss of Income/Extra Expense: $1,000,000

  - Indemnity Insurance

    Below is an estimate of this insurance cost.

    - Umbrella Liability

      - Occurrence Policy Form

      - $10,000,000 Limit of Liability

    - Automobile Insurance

      - Hired and non-owned automobile liability per occurrence policy form. No comprehensive or Collision – no owned vehicles.

      - $1,000,000 combined single limit

  - Other Insurance

    All personnel employed by Odyssey Online Learning will be covered by Unemployment Insurance through the Employment Security Commission and by Federal Social Security

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