

# **SOUTH CAROLINA**

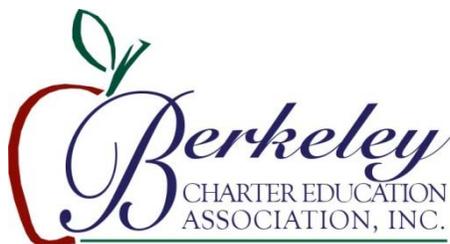
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# **STATE DEPARTMENT OF EDUCATION**

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## **2017 South Carolina Public Charter School Application** (For charter schools that plan to open for the 2018–19 school year)

Submitted by:



Proposed School:  
**Cane Bay Preparatory Academy**

Submitted on:  
**October 2, 2017**

Submitted to:  
The Charter Institute at Erskine College



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## Executive Summary

*Description of the school's philosophy for educating students; plan to provide new, innovative, and more flexible ways to educate children; explanation of key programmatic features of the school; explanation of how the school will close achievement gaps; and any unique features of the school.*

The Berkeley Charter Education Association (BCEA), the charter committee/governing board, submitted an application for Mevers School of Excellence to the South Carolina Public Charter School District (SCPCSD) during the 2016 application cycle, which was subsequently approved and is scheduled to open for the 2017-18 school year with Charter Schools USA (CSUSA) as the Education Management Organization (EMO). **Appendix A** includes two articles regarding an information session held about the school's opening, one of which was written by a reporter who attended the session and the other was an interview with BCEA's Chairman, Dr. Stewart Weinberg. The following application, although not a replication, is substantially similar to the application submitted for Mevers School of Excellence, as the charter committee will again be partnering with CSUSA and will implement similar education, operations, and finance practices as outlined in this application. Although both schools will be operated by the same governing board and EMO, they will be managed independently, especially with regard to operations and finances. If approved for a second school, BCEA will also alternate the location of governing board meetings between both school sites to give parents of each school an equal opportunity to attend.

The school proposed in this application, Cane Bay Preparatory Academy (CBPA), will be guided by the philosophy that every child can learn, and when provided a rigorous, personalized learning environment, students from all socioeconomic levels can become self-motivated, lifelong learners by realizing their academic and personal potential. CBPA's Education Model is innovative in that it provides individualized, data-driven instruction within a culture of high expectations and achievement for both students and staff; sets school, classroom, and individual student goals; develops Personalized Learning Plans (PLP) for every student and Instructional Focus Plans (IFP) to re-teach standards when necessary; and allows for continual support and professional development, to enhance teacher effectiveness.

Students will benefit through the use of innovative, differentiated instructional methods. CBPA will close achievement gaps by utilizing a recurring, data-driven decision making process that allows teachers to implement research-based instructional strategies, including Marzano's Thirteen High Probability teaching strategies, to target students' individual skill deficits. This process enhances students' opportunities to learn the specific skills identified, and achieve CBPA's mission of building a strong foundation of academic and critical thinking skills, strong character, and a love for learning. To promote a love for learning and the use of real-world application skills, technology resources will be used for a variety of student-centered instructional methods, including interactive direct and guided instruction, blended learning, and research projects. In order to further challenge students, CBPA will apply for the implementation of the Cambridge Program, which increases higher order learning opportunities by providing a rigorous, international pre-university curriculum and examination.

It is planned for CBPA to be located in the Cane Bay Plantation community. A key partner is the developer for Cane Bay Plantation, who would like a school to be built within the community. It is BCEA's intent to replicate the educational and operation model of our first school, Mevers School of Excellence, in CBPA. The schools will work collaboratively on professional

development opportunities for teachers and share a similar school culture in which each child will have a PLP.

*The school’s grade levels; the grade levels upon opening and the growth plan; the size of the school at full capacity; number of classes per grade level and number of students per class.*

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

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

*The student body to be served. A brief summary of the evidence of a community need.*

Below is CBPA’s projected demographics:

- Free and Reduced Meal Eligibility: 56%
- Minority: 41%
- English Language Learners (ELL): 6%
- Special Education (SPED): 11%
- SPED including Gifted: 22%

Cane Bay Plantation is a large, master-planned community in Berkeley County. They recently announced that an additional 5,700 homes will be added to their existing community, which is planned to total over 10,000 homes. Nexton is another master-planned community across Highway 17A, which is permitted for more than 13,000 homes. Carnes Crossroads, also in the same vicinity, is planned to include 15,000 homes. These mega developments are currently being developed in Berkeley County, where we are proposing to locate CBPA. The scale of these super-sized developments have led to projections that over 75,000 new residents are expected to move into Berkeley County as the growth in this county continues, which will require additional educational facilities to accommodate the many families moving into the area (see articles in **Appendix A**). Based on the population growth expected in the area, BCEA is confident we have chosen the right location for CBPA and do not expect to have any challenges in meeting enrollment projections.

The Berkeley County School District currently faces a severe shortage of available student stations. Space is likely to become even scarcer as the population in Berkeley County continues to undergo rapid growth. Sangaree Elementary and Devon Forest Elementary are already over capacity, and Cane Bay Elementary and Middle are also nearing their capacities. CBPA will operate in proximity of these schools to provide relief for overcrowding, which is in the best interest of school staff, the district, and most importantly the students.

# **I. Educational Plan**

## **1. Mission and Vision**

### **a) Mission Statement**

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

Through the implementation of the mission, CBPA will improve student learning by increasing personalized learning opportunities in an academically rigorous environment that develops and nurtures lifelong learners. CBPA teachers will use a variety of research-based teaching methods, including Marzano's Thirteen High Probability Instructional strategies, to ensure the student learning environment is engaging and primed for student success. Teachers will participate in numerous professional development opportunities provided by both CBPA and CSUSA, which will include opportunities to collaboratively modify the education plan based on the school's specific needs and any new state requirements. Through building strong foundations of academic and critical thinking skills, strong character, and a love for learning that leads to future opportunities, CBPA will assist South Carolina in reaching academic excellence and will create new, innovative, and more flexible ways to educate children through the implementation of a personalized learning environment. CBPA will adhere to all forms of local, state, and federal accountability reporting requirements in the areas of academics, operations, and finances, and will model accountability for other schools to emulate.

The mission of CBPA is similar to the mission of Mevers School of Excellence, and was created by BCEA with the focal point of Sonny Mevers' vision to start a school that would allow

students to obtain the knowledge and skills needed to be leaders and professionals, as well as keep up with advanced technologies in all types of businesses and industries for future generations.



## b) Vision

Students completing their education at CBPA will be able to demonstrate that they are highly prepared to continue their secondary education, be critical thinkers and problem solvers, are skilled in writing and have the appropriate skills in science, technology, math and the arts. Students will become self-motivated learners, function as responsible citizens, and actualize their potential as productive citizens in the local and global societies and in the 21<sup>st</sup> century workforce.

## c) School Values & Beliefs

CBPA will be guided by the purpose of providing students with a rigorous, personalized learning environment in order to maximize their academic potential, which is essential to building a strong and meaningful foundation for their future.

The Guaranteed and Viable Curriculum (GVC) ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills

from one year to the next. After clear guidance is given to teachers regarding standards-based content to be mastered in specific courses and at specific grade levels, CBPA's administration in conjunction with CSUSA will monitor students' achievement to measure their proficiency. Teachers are then able to customize instructional plans for each student in order to guide them towards achieving their full academic potential.

CBPA's philosophy is that every student can learn and actualize his or her potential. CBPA also holds the belief that "opportunity to learn" and "time" are the two factors that lead to academic achievement, which is why these elements are the primary driving force behind the GVC and Education Model (described in the Curriculum and Instructional Model section).

The GVC, the core of CSUSA's Education Model, and emphasis on data-driven instruction are core components of the educational program that must be followed by all instructional staff. One of CBPA's core values of education is data-driven instruction. Through ongoing analysis of data, teachers have the ability to determine the best methods of instruction via various instructional strategies and teaching methods while following the Education Model. These core components must be followed with fidelity to ensure that CBPA's mission of creating a rigorous, personalized learning environment and building strong foundations of academic and critical thinking skills is achieved.

#### **d) School Culture**

CBPA will establish a schoolwide behavior plan utilizing a positive behavioral and academic supports framework. The schoolwide behavior plan will detail clear expectations for behavior in all school settings, as well as school-sponsored events, and will be communicated to all stakeholders. These clear guidelines for behavior will help create a sense of community among students where they can develop respect, solidarity, and active responsibility over their own

behaviors. Programs and approaches to be incorporated into CBPA’s schoolwide behavior plan may include Responsive Classroom for elementary grades and Developmental Design for middle grades. These systems are based on fostering a sense of community for all students through good relationships, social skills, and engagement in learning. This is an essential step for CBPA to provide a rigorous learning environment that is inclusive of all students, including SPED, ELL, and gifted learners that builds strong foundations of academic and critical thinking skills, strong character, and a love for learning.

CBPA’s culture will be cultivated through the involvement of all stakeholders in the school’s community, including parents, teachers, and administrators. CBPA’s community will work collaboratively to achieve the mission and goals of the school, and parent volunteer hours will foster an even more supportive school culture that is both receptive and accountable to all stakeholders. This culture will create student engagement, and students will exemplify CBPA’s mission through daily participation in CBPA’s rigorous, personalized learning environment, which is implemented via PLPs and various instructional strategies such as differentiated instruction, blended learning, and skills-based student centers.

## **2. Evidence of Need and Support**

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

CBPA will serve students who reside in central and northwestern Berkeley County, near the towns of Summerville and Moncks Corner. The student body is projected to resemble the demographics of the surrounding community and its existing schools. As such, the racial and ethnic makeup of CBPA’s population will likely consist of students who are 59% White, 23% Black, and 9% Hispanic. The 2015-16 E-Rate – Free and Reduced Meal Eligibility Data released from the South Carolina Department of Education showed that, on average, more than half of

students who attend nearby schools are economically disadvantaged. Of those students, 45% receive subsidies to reduce their lunch cost and 11% receive fully subsidized lunches. As of the most recent data available (2014-15 school year) on the National Center for Education Statistics database, 6% of students in Berkeley County were English Language Learners (ELL), and CBPA projects its student body to have the same percentage. School enrollment data released in the 2016 Report Cards provide a reliable estimate that CBPA can expect an 11% SPED population.

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

To date, our efforts have resulted in 389 letters of interest. We are continuing our efforts to collect additional letters of interest through planned information sessions and social media efforts. Our EMO partner, CSUSA, has the knowledge and resources to increase marketing and communication once CBPA has been approved to open. The communication strategy will include an integrated marketing approach, which encompasses direct mail, television, print, online, social media, and community outreach events. We will continue to post information, hold information sessions, and distribute flyers. With the expertise of the CSUSA marketing team, which has enrolled 84 schools in 7 states, we will easily generate the interest needed to fill CBPA to capacity, and we also expect to have a healthy waiting list based on the need for more quality schools in Berkeley County.

**Table 1.1**

<b>Grade</b>	<b>Number of Students Projected in Year 1 Collected as of January 27, 2017</b>
<b>Kindergarten</b>	181
<b>1<sup>st</sup> Grade</b>	34
<b>2<sup>nd</sup> Grade</b>	44
<b>3<sup>rd</sup> Grade</b>	41
<b>4<sup>th</sup> Grade</b>	41
<b>5<sup>th</sup> Grade</b>	18
<b>6<sup>th</sup> Grade</b>	30

*Outreach conducted by the charter committee.*

An information session was held at the Sangaree Public Library in Summerville to introduce the proposed plans for CBPA to the community. We have also utilized social media as an outreach to make families aware of the plans for the proposed charter school. We will continue our ongoing social media campaign to communicate CBPA’s vision to the community. A Facebook page and a school website have been created, and parents have the opportunity to submit Letters of Interest. Currently, there are 281 likes on our Facebook page. We are also working collaboratively with the Marketing Director of Cane Bay Plantation to spread the word and provide information about CBPA.

Informational flyers intended to familiarize the community with CBPA were distributed to pre-schools, libraries, and places of worship throughout Summerville, Goose Creek, Ridgeville, and Moncks Corner. BCEA continues to engage with the community in an effort to collect additional letters of interest, and will keep followers engaged via social media updates. To date, 389 letters have been received. BCEA is confident that the amount of support will increase in the coming months as efforts to spread CBPA’s message throughout the community continue.

*Community members, parents, and leaders who publicly support the school.*

The charter committee/BCEA includes leaders and members of Berkeley County who have publicly shown their support by assuming active roles on the Committee. Dr. Stewart Weinberg,

Ph.D., holds the position of President/Board Chair. Dr. Weinberg is a retired school superintendent currently serving on various non-profit boards throughout the Charleston area. Minnie Newman, Ph.D., holds the position of Vice Chair/Vice President. Ms. Newman is currently the Mayor of the City of Hanahan. Josh Whitley, Esq. holds the position of Board Treasurer. Mr. Whitley is a practicing attorney and a current Berkeley County Council member. Sandy Hightower holds the position of Board Secretary, and is a life-long resident of the area. Rep. Samuel Rivers holds the position of Board Member, and is an elected official representing Berkeley County in the legislature. Michael Cochran, Ed.D, holds the position of Board Member, and is currently the Deputy Sheriff for Berkeley County. Brad Davis holds the position of Board Member. Mr. Davis is a former member of the Charleston Metro Chamber of Commerce Board of Directors as well as the former Chair of The Education Foundation. Each committee member is actively engaged in serving their community, which provides numerous opportunities for them to share information about the proposed charter school throughout the area.

*Partnerships or plans for community involvement.*

The charter committee plans to reach out to the many corporations currently doing business in and around Berkeley County (such as Volvo and Google) as well as the new organizations moving into the area in the near future. As CBPA develops and students begin to identify their interests in a career path, partnerships will be established with local businesses, organizations, corporations, and individuals that will create mentoring and educational opportunities. The charter committee plans to work with Cane Bay Plantation as well as the cities of Summerville, Moncks Corner, Ridgeville, and Goose Creek in order to disseminate information about CBPA throughout the surrounding communities.

*Evidence demonstrating assurance of community partnerships.*

We are currently in negotiations with the new YMCA, which is being constructed in Cane Bay Plantation. To date, we have not secured additional community partnerships. As we begin to develop partnerships for Mevers School of Excellence, those same entities will have the option to also partner with CBPA.

### 3. Curriculum and Instructional Model

#### a) Instructional Model

*An introduction to the educational program.*

The Education Model, developed by CSUSA, is based on 35 years of research by Dr. Robert J. Marzano, and has proven to be effective in CSUSA’s portfolio of managed schools. It is implemented within a framework of continuous improvement to ensure validity, and allows teachers to develop supporting tools to meet students’ needs. Rooted in the philosophy that every student can learn, the structure enables administrators and teachers to better understand, explain, and predict elements needed to facilitate each student’s mastery of the South Carolina College and Career Ready (SCCCR) Standards. Educational best practices, technology, communication, and documentation tools are created and revised to help implement the Education Model. At the Education Model’s core is the Guaranteed and Viable Curriculum (GVC), which ensures academic excellence in every classroom, and encourages steady academic progress as students build their knowledge and skills. The GVC is primarily a combination of two factors with strong academic achievement correlations: opportunity to learn and time. Teachers are provided guidance, and become well-versed in their understanding of the curriculum and its pacing. Table 1.2 below provides an overview of the Education Model.

**Table 1.2**

The CSUSA Education Model	
<b>Component 1: Baseline</b>	To effectively address each student’s diverse needs, it is essential to first understand his or her current level. This is accomplished through collection of student performance data from the

<b>Assessment &amp; Data</b>	previous school year, the administration of baseline or diagnostic assessments, and standards-based pre-tests prior to the start of each unit.
<b>Component 2: Data Driven Instruction</b>	To determine the appropriate instructional course of action, the data identifying current levels is analyzed in addition to consideration of students' individual learning styles and unique needs. Supporting the mission of providing a personalized learning environment, based on this data analysis, effective targeted instruction using research-based instructional strategies will be planned, developed, and delivered to ensure each child has the opportunity to gain mastery. This analysis of data to provide instructional focus allows for closing of the achievement gap between low performing and high performing student groups.
<b>Component 3: Assessment</b>	The way to measure the effectiveness of instruction is to assess. Ensuring assessments are focused on standards furthers the mission to prepare students for success in college, career, and society. Standards-based assessments will be provided in a variety of ways. Formative and summative assessments may be in the form of projects, essays, presentations, or other differentiated methods to provide multiple opportunities to demonstrate mastery.
<b>Component 4: Grading</b>	Each assignment will be graded based on the grade-level standard taught in order to facilitate appropriate data collection and tracking of standards mastery. Grades will be entered into the electronic grade book on PowerSchool, which is accessible to parents, for ease of collection and use.
<b>Component 5: Reporting</b>	To support CBPA's mission of building a strong foundation of academic and critical thinking skills, as well as a love for learning, timely and effective feedback that provides specific guidance to students as to what was correct, and how mistakes can be corrected, is crucial. Once material is graded, it must be presented with effective feedback, and then communicated to all other stakeholders in a timely manner. Teachers, parents, students, and administrators all have online access to students' grades to track achievement.
<b>Component 6: Decision</b>	In the decision phase, data is again used to inform instruction. Based on students' mastery of standards, teachers will either move on to the next standard, starting with a baseline assessment, or re-teach the previous standard in a new way. Regardless of the class-level decision, students needing remediation or enrichment will receive appropriate differentiated instruction in a small-group or blended learning environment through scheduling. The process continues throughout the year to ensure students are provided ample opportunity to master all required standards.

**Guaranteed and Viable Curriculum**

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

and educational strategy support to CBPA, and CBPA’s administration will monitor learning so that the academic content within each grade is not disregarded or replaced.

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

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

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

#### *Assessment*

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

- Northwest Evaluation Association (NWEA) Interim Assessments: Include three administrations in the areas of English language arts, mathematics, and science. The NWEA assessments are nationally normed, standards-aligned assessments proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. Results are used to set goals for students on specific skill gaps, as well as identify groupings and standards to teach for small-group instruction. NWEA currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG). These assessments are computer

based, which helps students prepare for the format of the state assessment and enables teachers to see results immediately.

- NWEA MAP tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
- NWEA MAP for Science is aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas:
  - 1) General Science: Covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences.
  - 2) Concepts and Processes: Measures a student's performance in both the processes used in science and the major themes underlying the science disciplines. Administration of MAP for Science is required in grades 4 through 8, but CBPA will have the option of offering this assessment to other grade levels if necessary.
- Practice State Assessments (PSAs): “In time” evaluations of student mastery on common grade-level standards aligned to South Carolina College and Career Ready (SCCCR) Standards administered 1-3 times a year. PSA data provides valuable “early warning” information for teachers to adjust instruction.
- Instructional Focus Plan (IFP) Assessments: Assessments given at least every two weeks that are aligned to the SCCCR Standards, and measure mastery of competencies within the GVC. IFP instruction and assessments match the skills and concepts on which each class needs to work in order to reach mastery.
- Classroom Assessments: Formative and summative assessments designed to evaluate whether a student has mastered a specific standard. Each assessment will be based on content that has been practiced multiple times, and will measure the academic performance of each student on a particular standard. The assessments are used in all subjects, and can be created by teachers or purchased. The assessments can be essays, projects, multiple choice or open response tests, exit tickets, or other forms of evaluating student performance.

### *Goal Setting*

As stated above, baseline assessment data will be used to set goals at CBPA. Table 1.3 below shows how this data supports goal setting at each level.

**Table 1.3**

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

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

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

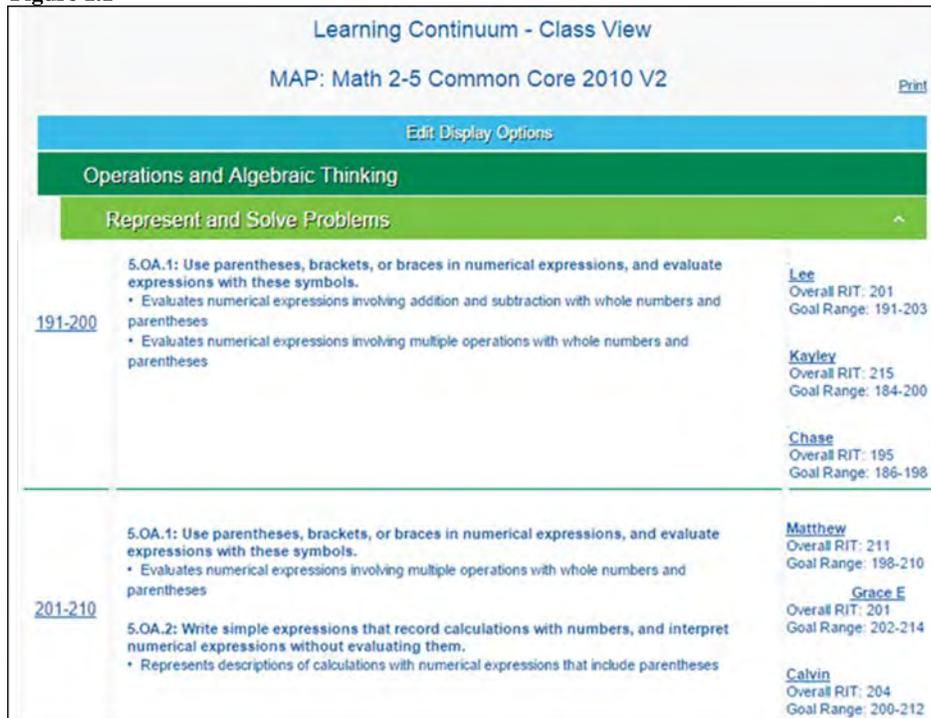
Using CBPA’s student information system, pretests, and summative assessments, teachers will have the needed data to effectively adjust instructional focus through spiral teaching and employ differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content.

#### ***Learning Continuum***

Figure 1.1 below shows a report generated from NWEA to determine what skills the students need to work on in order to improve mastery. The Class Breakdown Report sorts students in groups based on RIT score and goal area (i.e. Informational Text), then the teacher may access the Learning Continuum to view skills the students still need support with, or are ready to master next.

The view can be sorted by student or group, and then broken down by skill or by standard. The teacher can choose to limit the display for one grade level, or can choose a span of grade levels in order to see remedial skills from previous grades, or enrichment skills for advanced learners.

**Figure 1.1**



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

To further monitor progress towards mastery of the standards, teachers, in conjunction with CBPA’s administrative team, will plan together and schedule learning objectives in an Instructional Focus Calendar (IFC). The IFC is developed based on the data provided by each NWEA report, which teachers analyze to determine what standards need to be re-taught, or taught more in-depth than previously expected. This constant spiral instruction not only helps students reach mastery, but also reinforces concepts for better retention of information. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. These calendars

are developed for both integrated ELA and mathematics, and teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

### ***Instructional Strategies***

The Education Model tailors learning for each class and student and will help close the achievement gap. The Education Model itself is innovative in the sense that the core segments are consistent, but the instructional methods are dependent on the needs of the individual student. Learning methods that are utilized are described below. Please note that differentiated instruction, blended learning, student-centered learning, project-based learning, RtI, Enrichment, and PLPs are described further on in the Curriculum and Instructional Model section of this application.

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

Each of the thirteen strategies provides students with a learning opportunity that is academically rigorous, challenging, innovative, and focused on individual student learning needs. These strategies can be implemented across subject levels, and throughout a lesson in various ways, as described in the Table 1.4 below. The strategies, detailed below, have been proven by research to yield positive results in student learning. Differentiated professional development is provided to help teachers create and implement an instructional framework that guides them as to the most appropriate use of the research-based instructional strategies and innovative learning methods. As new research is released and updated, professional development and teaching strategies are continuously updated.

**Table 1.4**

<b>Marzano's Thirteen High Probability Instructional Strategies</b>	
<b>Category</b>	<b>Applications</b>
<b>Tracking Student Progress and Using Scoring Scales</b> (Yields a 34 percentile gain)	<ul style="list-style-type: none"> <li>• Determine current level of performance</li> <li>• Identify achievement goals and establish a rate of progress</li> <li>• Track progress visually</li> <li>• Adjust instruction to improve learning</li> <li>• Provide more intensive instruction to re-teach the material if goals are not being met</li> </ul>
<b>Setting Goals/Objectives</b> (Yields a 25 percentile gain)	<ul style="list-style-type: none"> <li>• Set a core goal, and let students personalize it</li> <li>• Make sure goals are achievable</li> <li>• Teachers help with strategies to achieve goals</li> <li>• Teachers and students monitor progress and celebrate success</li> </ul>
<b>Building Vocabulary</b> (Yields a 20 percentile gain)	<ul style="list-style-type: none"> <li>• Use strategies before, during, and after lessons</li> <li>• Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions</li> </ul>
<b>Identifying Similarities and Differences</b> (Yields a 20 percentile gain)	<ul style="list-style-type: none"> <li>• Teacher-directed activities focus on identifying specific items</li> <li>• Student-directed activities encourage variation and broaden understanding</li> <li>• Include activities that involve comparing and classifying, analogies and metaphors, graphic organizers, etc.</li> </ul>
<b>Interactive Games</b> (Yields a 20 percentile gain)	<ul style="list-style-type: none"> <li>• To use in addition to effective teaching</li> <li>• Define the objectives of the game to set a purpose</li> <li>• Should be challenging, but not frustrating</li> <li>• Can foster teamwork and social interaction</li> <li>• Provides opportunities for success and positive reinforcement</li> </ul>
<b>Summarizing</b> (Yields a 19 percentile gain)	<ul style="list-style-type: none"> <li>• Requires analysis of text to determine what's important</li> <li>• Students use key words and phrases while summarizing content</li> <li>• Students constantly refine their work to determine the most essential and relevant information</li> </ul>
<b>Note Taking</b> (Yields a 17 percentile gain)	<ul style="list-style-type: none"> <li>• Use teacher-prepared models/templates to teach basic principles and expectations</li> <li>• Give time to practice note-taking and provide feedback on the skills</li> <li>• Students become familiar with content, jot down main ideas, and write down questions</li> </ul>
<b>Nonlinguistic Representations</b> (Yields a 17 percentile gain)	<ul style="list-style-type: none"> <li>• Incorporate words and images to represent relationships</li> <li>• Use physical models, dramatization, and movement to represent information</li> <li>• Have students explain their rationale and meaning behind the nonlinguistic representation</li> </ul>
<b>Student Discussion/Chunking</b> (Yields a 17 percentile gain)	<ul style="list-style-type: none"> <li>• Set expectations for classroom discussions and try in small-groups first</li> <li>• Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding</li> <li>• Organize content into small, related segments that are more manageable for understanding in daily lessons</li> </ul>
<b>Homework</b> (Yields a 15 percentile gain)	<ul style="list-style-type: none"> <li>• Establish and communicate a homework policy</li> <li>• Provide specific feedback on all assigned homework and vary the way the feedback is delivered</li> </ul>
<b>Practice</b> (Yields a 14 percentile gain)	<ul style="list-style-type: none"> <li>• Ask questions that require students to process and rehearse the material</li> <li>• Give feedback on the practice while circulating and monitoring work</li> <li>• Provide additional explanations and several examples</li> <li>• Cooperative learning is an effective strategy to utilize practice</li> </ul>

<b>Marzano's Thirteen High Probability Instructional Strategies</b>	
<b>Effort and Recognition</b> (Yields a 14 percentile gain)	<ul style="list-style-type: none"> <li>• Personalize recognition and give praise for individual accomplishments</li> <li>• Provide suggestions to help students improve if they are struggling, then praise the improvements</li> </ul>
<b>Graphic Organizers</b> (Yields a 13 percentile gain)	<ul style="list-style-type: none"> <li>• Use various types to expose students to information before the learn it</li> <li>• Examples include maps, diagrams, timelines, clusters, flowcharts, and structures</li> </ul>

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

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

### ***Multiple Intelligences***

Howard Gardner's Theory of Multiple Intelligences is based on the idea that all students have different types of minds, therefore they process and remember information in different ways. The general types of learners include visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical. Teachers will plan and implement lessons considering the various types of learners they have within their classes. For example, for a lesson on the effect of Earth's rotation, some students can be provided with a pictorial diagram (visual-spatial learners), whereas others can take part in acting out the rotation with different students representing the Sun, Earth, and Moon (bodily-kinesthetic learners).

### ***Cooperative Learning***

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

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

### **Component 3: Assessment**

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

decision-making process, CBPA will use school-wide assessments including NWEA, PSA, and Running Reading Records (K – 2).

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

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

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

CBPA's philosophy of grading a student's work solely on the standards that were taught allows CBPA to have a true indicator of the proficiency level of students. Non-academically related aspects will not skew grades. Students will be given enough opportunity to practice what is taught in order to demonstrate what they have learned, and multiple opportunities to show mastery, as it

is CBPA's intent to for every child to be successful. Students will receive timely feedback on their work to understand how they demonstrated learning effectively, or what can be done to improve their grade next time they are assessed for standards mastery.

### **Component 5: Reporting**

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

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

the governing board are kept informed through leadership reports created by the principal to share at governing board meetings and Parent/Teacher Co-op meetings.

### **Component 6: Decision**

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

### **Class Descriptions**

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

K-5 Mathematics: The GVC is the core curriculum, which is the current state math standards grouped and mapped in a particular way, and focuses students on accuracy of computation and mastery of basic operations, fundamental math concepts, and developing the ability to apply their

knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers will use various manipulative materials, including technology, to promote engaging, hands-on learning before moving students to paper and pencil tasks.

K-5 Science: The scientific method is the primary system used for students to interact and make connections with scientific knowledge. Students will build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students will also develop awareness about the Earth through experiences in comparing, contrasting, and describing earthly materials. Students will start to build knowledge about the properties of the physical world as they explore, examine, classify, and manipulate common objects in their environment and note their similarities and differences. Students will develop their own questions and perform investigations and experiments in a safe environment by using the processes of scientific investigation to design, predict, conduct, observe, measure, describe, gather data, and evaluate while communicating and recording their observations.

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

K-5 World Language: Offered as a “specials” class once a week, the focus of the world language program is learning about the language through study of poetry, songs, and other aspects

of culture. Students will focus on developing the conversational, written, and formal language skills required for living in a diverse environment. A vital component in the foreign language program is the goal that students build an understanding of the relationship between the different perspectives and products of various cultures. Application of this knowledge will afford students the ability to recognize cultural practices and the uniqueness of various communities.

K-5 Art: Students will receive instruction once a week in this specials period. The primary goal of the art program will be to provide every student an opportunity to develop and explore his or her creative potential. Art specialists will encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models. Students will develop art skills (including an aesthetic awareness of art forms in nature), an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression. Students will practice imagining, experimenting, solving problems, thinking independently, and making their own decisions.

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

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

K-5 Physical Education: The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities that emphasize fine and gross motor skill development. The kindergarten through second grade curriculum is focused on movement exploration through various motor and non-motor experiences, and includes instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades three through five allows students to interact in team sports that also contribute to developing habits of good sportsmanship.

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

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

Arts 1, Intensive Language Arts 1, Reading 2, Intensive Reading 2, Accelerated Language Arts 2, Intensive Reading 3, and Accelerated Language Arts 3.

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

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

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

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

6-8 Technology: Technology instruction in grades 6 – 8 continues to employ national standards, benchmarks, and grade-level expectations and builds upon the skills learned in grades

K – 5. Technology, like other subject areas, is departmentalized and offers specific courses for study. Students in grades 6 – 8 may elect to take a semester or full-year computer course.

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

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

6-8 Media Program: CBPA's Media Program will be focused on maximizing the classroom as the center of learning with provisions for each class to have a classroom library and access to computers. Classroom libraries will be filled with a variety of texts including, but not limited to novels, magazines, newspapers, and reference materials. Classrooms will be equipped with

computers and/or laptops to supplement instruction with digital learning resources. Having access to tablets will further enhance reading experiences within the classroom.

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

*Plans to provide new, innovative, and more flexible ways to educate children.*

CBPA will embody innovation and flexibility in its education of students via the implementation of a personalized learning environment and a focus on data-driven instruction. In addition to the utilization of differentiated instruction and PLPs, which are detailed further in the Curriculum and Instructional Model section, below is a list of the innovative ways in which CBPA will tailor instruction to meet the needs of its students.

### **Blended Learning**

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

Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program. The programs to be used by CBPA may include: Plato Courseware, Lexia, Reading Plus, Think Through Math, and Mathseeds. The utilization of these software programs will allow students to learn content at their own pace, or take courses that are not offered in the traditional brick-and-mortar setting. Some online programs to be used at CBPA, such as Think Through Math, will offer live tutors and video

tutorials to help support students at home. Other examples of online programs that may be used are Mathseeds, TenMarks, Reading Plus, and Plato.

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

- *Rotation Model:*
  - Description: Students receive instruction from the teacher on a particular skill, participate in centers or independent work, and then complete similar activities on an online software program.
  - Example: Students learn how to multiply 2-digit numbers from the teacher, complete an activity to practice with a group during centers, and then independently complete an assignment assigned to them by the teacher using Mathletics on a laptop in class. Our current reading program, McGraw-Hill Reading Wonders, also allows teachers to assign content. Students can practice reading skills on Reading Eggs.
  
- *A la carte Model:*
  - Description: While physically in school, students take an online course with an online teacher of record, but still attend school in a brick and mortar setting.
  - Example: Typically used for course recovery in middle school, when students fail a subject, they have the opportunity to re-take this course during a class period in lieu of an elective course through Plato. They complete coursework online at school while the teacher of record monitors progress.
  - Example: This can also be used for elective choices. A unique advantage that CBPA will have is its connection to the CSUSA network, which will allow students to take courses through Plato that may not be currently offered at CBPA due to staffing limitations.
  
- *Individualized Learning*
  - Description: Students use programs that move at the child's pace, adjusting automatically according to student performance. They start with an online diagnostic assessment, then are placed within a track. They read passages, answer questions, receive tutorials, solve problems, and move through the program as they progress through their pathway. The teacher monitors use and progress
  - Examples: Programs such as Reading Plus and Think Through Math.
  
- *Flipped learning*
  - Description: Teachers can use this within a course for all students, or for those who need enrichment. Outside of class-time, students watch an online video or tutorial to be exposed to a concept prior to meeting in class, and develop an understanding on their own. They then meet with the teacher to extend learning and practice.
  - Example: Tutorials done through approved online resources.

### **Student-Centered Learning**

The intent of using student-centered learning is to increase the level of rigor within the

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

### **Project-Based Learning**

In line with CBPA's mission to provide a rigorous personalized learning environment in order to close the achievement gap, this method provides all students with the opportunity to learn content and master standards through real-world activities. Project-Based Learning aids in building the essential 21<sup>st</sup> century skills students will need for future opportunities for college and career readiness within society, such as problem solving, collaboration, critical thinking, creativity, and the ability to develop positive interpersonal relationships. Projects typically include activities in which students need to create, question, and revise knowledge by utilizing key critical thinking skills, which further prepares them for secondary and post-secondary studies. Often related to

student interest, these activities can foster a higher desire and love for learning, and develop better communication skills, as they frequently require students to work in teams or partnerships. An example could be posing a problem, such as “How can we improve the healthy habits of students at our school?” Students would then develop a solution to solve the problem. One student may design a persuasive campaign and conduct research to obtain facts to get students to make better choices. Another student may create a greenhouse to grow vegetables for the students to eat.

### **Network Connection**

Another distinctive component of CBPA’s Education Model is the constant connection within the CSUSA network, and more specifically, Mevers School of Excellence. CBPA’s connection with Mevers School of Excellence will help support the implementation of the Education Model with fidelity and create a sense of camaraderie and teamwork with the intention of further motivating the staff to achieve the vision and mission of CBPA. At each step, teachers and administrators will have the opportunity to reach out to each other to gain insight on best practices in order to provide the most effective instruction for students. This can range from lesson plan sharing and model lessons to professional development on instructional strategies. CBPA will be able to collaborate with Mevers School of Excellence and other CSUSA-network schools to help implement the Education Model. CSUSA will provide extensive training through New Teacher Induction, Curriculum Cadres, Quality Education for Students and Teachers (QUEST) site visits, and other professional development opportunities. CBPA will also have the ability to reach out to the entire CSUSA network for support and will receive regular assistance from the regional director and Curriculum Specialist (CS).

*How the charter school will meet or exceed academic performance standards.*

CSUSA's GVC is aligned to SCCC Standards, with curriculum maps developed for each

grade level. CSUSA curriculum specialists and a team of experienced teachers will conduct the process of reviewing and revising the curriculum maps to ensure resources for lesson planning and instruction are up to date. The GVC is mapped to ensure teachers have adequate time to teach all required SCCCR Standards, and the students have the time to master them. Teachers will receive extensive training on the use of the GVC to guide instruction, create effective lesson plans, and track mastery to ensure readiness to transition to the next grade level. Sample curriculum maps aligned to the SCCCR Standards can be found in **Appendix E**. Teachers will use formative assessments to track student mastery of the standards and plan learning objectives aligned to Instructional Focus Plans.

*Key programmatic features of the school.*

In order to accomplish the mission of providing a rigorous, personalized learning environment, CBPA will implement a data-driven Education Model that allows teachers to use different instructional strategies to tailor instruction to the individual needs of students. This ensures that each student is making progress towards mastery of specific skills and content. The implementation of PLPs, which are detailed below, will be a large factor in providing a personalized learning environment for each student.

### **Personalized Learning Plans**

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

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

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

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

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

Additionally, the PLP aids in teaching students the valuable lesson of having a goal and knowing what it takes to achieve it. Thus, the PLP will include the action steps to reach quarterly grade and NWEA interim assessment goals. The action steps help guide both the child and the

parent in implementing the PLP. This process of creating and monitoring the PLP supports CBPA's mission as it enhances students' ability to be self-aware of their strengths and weaknesses, self-motivate to set and reach goals, and self-monitor progress, leading to successful completion of ambitions throughout life.

*Description of how the educational program is research-based and data-driven.*

The Education Model has proven to be effective with all student populations throughout CSUSA's network in the mission of increasing student achievement and the building of a strong foundation of academic and critical thinking skills for future success. It is specifically designed to focus on tailoring instruction to fit individual student learning needs. The Education Model is a framework for continuous improvement, its foundation built on the more than 35 years of Marzano's research, focusing on school goals to increase student achievement and close the achievement gap. Every school administrator and faculty member will be trained in Marzano's research and the Education Model. Additionally, they will be trained in data collection systems to provide continuous assessment toward school goals. Student and school performance data will be collected regularly throughout the year and used by school administrators and faculty members to monitor progress in achieving CBPA's goals. Administrators and faculty will evaluate, create, and revise instructional goals based on the instructional calendar and progress made.

The data-driven Education Model allows teachers to take ownership of the learning program within their own classrooms. CSUSA provides the curriculum map (**Appendix E**), which is the core of instruction that lists the standards that need to be covered, but teachers have flexibility with the styles, strategies, resources, and materials they use to deliver the core curriculum. CBPA will provide a list of approved resources and materials, for both texts and computer-based programs, from which the teachers may choose. Teachers will take the time to study the curriculum maps and

create cross-curricular plans to provide a deeper understanding of content. They will disaggregate common assessment data to create IFPs designed to review previously taught standards that have not yet been mastered by all students, while still continuing to also teach new content within the instructional block. Teachers will group students for targeted, small-group instruction according to individual student performance on particular skills, and by determining the most effective blended learning lessons and activities to supplement instruction.

*How the proposed teaching methods will enhance the quality of instruction.*

CBPA will emphasize data-driven instruction in order to accommodate all learners, including SPED, gifted, and ELL students. Differentiated instruction is defined by: 1) a teacher's response to student needs, 2) the recognition of students' diverse background knowledge, cultures, languages and preferences, 3) student-centered learning, 4) instruction that addresses students' learning style differences, and 5) a blend of whole-group and small-group instruction.

Students will benefit through the use of innovative, differentiated instructional methods, which utilize research-based instructional strategies, including Marzano's Thirteen High Probability teaching strategies, to enhance the student's opportunity to learn the specific identified skills. Small-group instruction will be utilized in order to support the needs of students who are struggling with the content, as well as with students who are above grade level and need more challenging tasks. Reading lesson segments will incorporate differentiated texts targeted to on-level, advanced, below-level, SPED, and ELL students. CBPA will also have a math resource that provides for enrichment, on-level, and re-teaching of each lesson.

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

Some best practices with regard to differentiating include:

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

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

Other examples of differentiation include:

- Whole-group – A teacher may assign a task to the students, yet differentiate the final product students need to create. For example, after completing a unit on World War II, students may be asked to demonstrate their understanding of the impact of WWII on each country. Students can have the choice to complete an essay, skit, debate, or other assignment based on student preference. The teacher will create the expectations for each choice and grade the students based on mastery of appropriate standards.
- Small-group – Each day, the small group that meets with the teacher is based on particular skill gaps of the students (i.e. all students that need more instruction for converting fractions to decimals). As other groups work in centers, their assignments are differentiated within the overarching center topic. For example, in a writing center, one student may be working on supporting details, while another may be working on developing a conclusion, and another may be working on grammatical practice.
- Technology – CBPA will utilize various technology resources to ensure students are using programs that meet their instructional needs. Teachers can differentiate by assigning content that the students still need practice with, based on NWEA or class assessment data, and then monitor students' performance on those skills. Students can also use programs that are adaptive and adjust based on how students perform (i.e. Reading Plus), which enable them to move at a faster or slower pace. These are supplemental to core instruction, so students still receive grade level instruction, but may receive remedial instruction through technology programs as well.

In order to assist students who are below grade level, CBPA will implement the support systems listed below.

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

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

### **Differentiated RtI Block**

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

### **Tutoring/Extended Day**

For students needing support beyond what is provided in the school day, tutoring will be available for one hour per day, three days a week. The amount and frequency can be adjusted based on the students' needs. Instruction will be targeted toward specific fundamental skills and concepts

to help students catch up to grade level. While this is typically an opportunity for students to receive extra practice targeted to improve reading skills, it can also be utilized for enrichment for high achieving students. Additionally, based on student needs, this program can be adjusted to include other subject areas such as math and science.

### **Enrichment**

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

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

## **b) Educational Structure**

*Description of any unique features, grade levels to be served, the grade levels upon opening, and the growth plan. The size of the school at full capacity, including the number of classes per grade level and the number of students per class.*

CBPA's unique features, grade levels to be served, and school size are described in the Executive Summary.

*Description of the basic learning environment. Explain how the instructional design, learning environment, class size and structure, curriculum, and teaching methods will enable each pupil to achieve the standards per S.C. Code Ann. § 59-40-60 E(5).*

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

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

Additional supports will be used to enable each student to achieve their goals. These include push-in/pull-out support by certified teachers, tutoring and an extended school day, and a built-in

enrichment/remediation block. Also, CBPA will implement a Cambridge International Examinations Program (Cambridge) to support academic rigor. For high-achieving students in need of academic enrichment, Cambridge will provide an international, pre-university curriculum and examination.

CBPA will have a highly structured, classroom-based learning environment aligned to the student population. Along with clear, positive behavior expectations, each class will post a detailed, minute-by-minute agenda to protect instructional time. The agenda will include essential questions and objectives that focus learning within the room. Student work, student-generated word walls, and visual student-goal progress trackers toward mastery of standards will be displayed to promote student-classroom ownership. To further deepen learning, classrooms will also post anchor charts reflecting step-by-step processes for taught material to serve as a consistent reminder for students.

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

leveled tasks. Structured procedures will be in place to minimize distractions and ensure all students stay on task.

Most elementary grades will be self-contained, in which all subjects (except for specials) will be taught by the same teacher within the classroom. In middle grades, departmentalization is important as the content students are expected to learn increases in each grade level, requiring subject-focused teachers to be able to instruct to the rigorous levels required for standards mastery. The principal will also have the opportunity to departmentalize other grade levels depending on students' needs. In order to nurture a love for learning that leads to further opportunities for success in college, career, and society, CBPA will provide a variety of extracurricular activities in addition to the previously cited tutoring program. Offering a wide range of after-school activities in which students may participate (depending on demand and availability) will foster their academic, social, and physical growth. Clubs that may be offered include Student Council, Science Club, Basketball, Cheerleading, and Service Club.

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

- Interactive Displays/Panels with Tablets
  - Teachers interact with the panel and tablet to display how to complete work, such as step-by-step math problems, displaying an essay and showing how to edit, or writing notes on the tablet that display on the screen for analyzing a reading passage
  - Teachers can interact with videos/tutorials/PowerPoints on either the panel or tablet
  - Students can interact with the tablet to show their work, which can be displayed for the class to see to evaluate and learn from each other

- Students can use virtual tools to manipulate texts and math problems (i.e. highlighting texts, showing counters, etc.)
- Tablets can be used to read digital content and books
- Each teacher will have their own laptop that also connects to the panel
- Classroom Laptop Computers
  - Can be used during centers or independent practice to complete work independently on software
  - Can be used for research or other projects as designated by the teacher
  - May be utilized during lunch, before school, or after school
- Document Cameras
  - Used to display texts, manipulatives, books, or other resources while the teacher or student interacts
- Mounted Projector and Screen
  - Used in art, music, Spanish, and computer labs
  - Can connect to their computers to display and present documents

CBPA's technology will also include:

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

Wireless networking will be employed throughout CBPA to allow students instant access to online resources.

*Description of the average school day for a prospective student.*

As part of establishing a school culture of high expectations that promotes academic rigor in a

personalized learning environment, students at CBPA will develop and take ownership of academic and personal learning goals. This is achieved in part through consistent implementation of Responsive Classroom in elementary grades and Developmental Design in middle grades, which serve to empower students to build a healthy learning community conducive to goal-setting. In a typical day, CBPA students participate in morning meetings or community-building advisory sessions, and then engage deeply in learning opportunities across subject areas that are challenging, innovative, and focused on specific individual student learning needs. The use of PLPs and implementation of a blended learning approach are two examples of how CBPA provides a unique educational experience for each student. Additionally, CBPA students benefit from an extended day and tutoring opportunities.

*A description of the teacher lesson planning process.*

Teachers will be provided with, and trained in, the use of CSUSA developed curriculum maps and lesson planning templates, which highlight Marzano’s essential classroom instructional strategies for achieving rigor. School-based CRTs will coach teachers in effective use of these tools to ensure daily lesson plans reflect the GVC, differentiated instruction based on data, and a seven-step process for student learning (Processing, Elaborating, Recording, Reflection, Practice, Deepening, and Extension). CRTs will also review lesson plans to provide feedback as necessary.

**c) Professional Development**

*Identify the position(s) responsible for overseeing professional development (PD).*

The principal, supported by school-based CRTs, will be responsible for overseeing professional development. CRTs are supported by regional CSs in identifying, creating, and providing professional development opportunities throughout the year.

*Discuss the core components of the school's PD plan for all staff*

PD will be conducted by various parties, including but not limited to school leaders, CSUSA representatives, and curricular and/or software vendors. CBPA's PD programs will provide a wide range of development opportunities for teachers, but many programs will be geared towards developing teachers' skill around data-driven instruction, such as data analysis, the use of PLPs, and the best methods for implementing differentiated instruction and blended learning. This approach is in alignment with CBPA's mission of delivering a personalized learning experience for its students. PD will be evaluated on an ongoing basis through the use of staff surveys and during professional development meetings. CBPA's PD will also vary in scope depending on the specific needs of the school and staff. PD is included as one of CSUSA's responsibilities to CBPA, and will be primarily funded through the fee for support center services. In addition, the budget (**Appendix Y**) includes resources for outside professional development.

### **Ongoing Professional Development**

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

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

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

QuEST is a full day, in-depth process in which members of the CSUSA network who have had proven success in their roles (principals, high-performing teachers, curriculum specialists, and CRTs) observe teachers and provide feedback on instruction. The purpose of the QuEST process is to support CBPA with the implementation and monitoring of the Education Model. QuEST examines three critical factors: 1) classroom management, 2) student motivation, and 3)

instructional strategies. The observer watches a lesson to examine how the teacher is integrating educational strategies within the lesson to promote student learning. After visiting all classrooms, the QuEST Team reflects on their day and reviews the data collected. Recommendations and commendations, derived from trends in the data, are compiled into a presentation and delivered to the staff to motivate and drive certain instructional practices.

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

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

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

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

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

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

### ***Leading Edge***

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

*Schedule and explanation of PD that will take place prior to school opening.*

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

CBPA will be responsible for conducting a formal orientation in the summer prior to school beginning. During the first five days of NTI/RTO, all new teachers (including those who are new to CSUSA's network, not just the field of teaching) will receive comprehensive training that ensures their understanding of the GVC and Education Model. In subsequent days, all teachers will receive training that includes reviewing the works *Art and Science of Teaching* and *What Works in Schools*, classroom management, curriculum mapping, lesson planning, targeted instruction, differentiated instruction, formative and summative assessments, grading philosophy, tracking progress, the code of ethics, and more.

#### **Principal's Institute**

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

*Expected number of days/hours for PD. How PD aligns with the vision and core academic priorities of the school? How will the effectiveness of PD be evaluated? When do teachers have time for common planning or collaboration? How will this time be used? An explanation of how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct reviews and provide guidance on professional development and growth.*

Teachers meet with administrators, CRTs, curriculum specialists, or peers to receive PD based on QUEST data, survey results, teacher demand, or other areas needed for school improvement. Meetings are conducted after school, on professional development days, or during planning. One meeting per month is devoted to topics associated with professional standards. In addition, these meeting times are used to discuss, evaluate, and update/modify PD as necessary.

### **Sample Professional Development Schedule**

- August/September  
NTI/RTO: Formal orientation in the summer prior to school beginning. Teachers are provided with information on staff development opportunities, mentoring services, curriculum and instruction resources, testing data, new school initiatives, safety and procedural protocols, and policies and procedures.
- October  
Standard 1: Leadership – Utilizing effective communication skills to establish professional and confidential relationships to impart knowledge of ethical standards, instructional best practices, and leadership opportunities.  
  
FOCUS: Trusting relationships and coaching, leadership, communication and collaboration, best practices, ethical standards, and advocacy for teachers and students.
- November/December  
Standard 2: Establish a Respectful Environment for a Diverse Population of Students – Teachers develop a strong relationship with all learners, their parents or guardians, and the community through reflective practices on issues of equity and diversity.  
  
FOCUS: Relationships with students, families, school, and community; honor and respect; diversity; classroom environments that optimize learning; and re-teaching students of all needs.
- January/February  
Standard 3: Know the Content They Teach – Teachers learn the correct standards to promote student achievement.  
  
FOCUS: State standards, content, and curriculum.

- March  
Standard 4: Facilitate Learning for all Students – Teachers will have an understanding of the use of assessment tools to drive student achievement.

FOCUS: Instructional practice, professional practice, and student assessment.

- April/May  
Standard 5: Reflection – Teachers continually work on self-growth, not limited to observation skills to improve effectiveness.

FOCUS: Allocation of use of time, reflective practices, and data collection.

#### **4. Serving Students with Special Needs**

*Requirements of the IDEA, Section 504 of the Rehabilitation Act, the ADA, and Title III of ESEA and plans to comply with these requirements*

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

Based on the enrollment of students with disabilities, CBPA will hire and train the appropriate number of teachers to ensure all necessary IEP services are being implemented. Special education staff will include a Special Education Teacher to serve as the lead special education coordinator who will oversee special education compliance as one of the position's responsibilities, as well as additional special education certified teachers based on students' IEPs. It is anticipated that two

special education teachers would be hired in Year 1 with a third teacher added in Year 2. Special education staffing will be adjusted as needed based on actual student enrollment.

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

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

CBPA's Universal Design stipulates that school furniture should maximize comfort and minimize the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges with no-glare surfaces. Likewise, pedestrian walkways, bus circulation, car circulation, service deliveries, and parking will be physically separated. The clear delineation of these traffic patterns enhances everyone's safety. Pedestrian routes, including those to and from parking areas and bus loading and drop-off areas, will be supervised during school hours as well as well-lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

For students with disabilities whose needs can be met in a regular classroom environment, provisions of supplementary support and services and/or modifications and accommodations will be provided as outlined in their IEP. We are aware that some students' IEPs may necessitate the need for assistive technology, environmental adaptations, specialized instructional strategies, peer

supports, curricular adaptations or modifications, and collaborative teaching. The extent to which an individual student participates in the general education setting with the use of such supplemental aids and services and/or modifications and accommodations is determined on a case-by-case basis by the IEP team.

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

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

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

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

collaborative decision-making team.

*Plans for transitioning students out of special education.*

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

In some instances, the IEP Team may determine that special education and related services are no longer required by a student, yet the team may feel that the student may still require accommodations due to his or her disability in order to access the curriculum. If this is the case, CBPA would consider the student for accommodations under Section 504, if warranted.

For students who may continue to require special education services but may be transitioning to high school, CBPA will collaborate with the new school, inviting them to participate in the student's IEP meeting to allow for a more successful transition. In addition, for students who will turn 13 during the IEP period, CBPA will invite the individual student to his or her IEP meeting to begin to address postsecondary goals and transition service needs in the areas of education/training, employment and independent living skills (if appropriate).

*Plan to include needed staff, adequate funding, evaluation of programs' success, flexibility to add contracted services, and specific services the sponsoring district is expected to provide.*

When students with disabilities enroll at CBPA, the enrollment manager will advise the lead Special Education Teacher of the student's enrollment. This individual will review the student's

IEP and ensure that all services indicated on the student's IEP are in place. Based on the enrollment of students with disabilities, CBPA will hire and train the appropriate number of teachers to ensure all necessary services are implemented. CBPA will also contract with appropriately licensed vendors to provide special education and related services including speech therapy, language therapy, occupational therapy, physical therapy, and school psychology services, as some examples, based on need reflected on student's IEPs.

The initial/first year budget assumes an 11% SPED population based on enrollment data released in the "2016 Report Cards." The budget will be adjusted based on actual student enrollment and continuously reviewed to allocate appropriate funds. In subsequent years, known information on returning students will be utilized and incorporated into the budgeting process.

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

CBPA's effectiveness in serving students with disabilities will be evaluated on a continuous basis in several ways. Performance data of all students will be reviewed, including students with disabilities. Special education teachers and general education teachers will collaborate with lesson planning and implementation, as well as to review progress monitoring data on the students that they serve to determine if students are meeting the goals of their IEPs. This will ensure that the focus will be on each student's progress, by all teachers who serve the students within CBPA.

School-based administrators, faculty and staff will review student performance data to ensure that the special education program is focused on student achievement and learning gains.

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

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

*Plan to provide nonacademic and extracurricular services.*

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

## 5. Goals, Objectives, and Assessment Plan

### a) Goals and Objectives

*Goals and measurable objectives with benchmarks.*

We understand and are dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and will continually strive for academic excellence on challenging state academic standards and state assessments. CBPA's performance-based educational goals and objectives are designed to focus all stakeholders on student academic achievement. With rigorous academic goals, individual student goal-setting (through student PLPs), and parental support of academic growth, CBPA will ensure continually improving student achievement.

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

At a minimum, CBPA will set goals on student achievement (proficiency), growth, and making progress towards closing the achievement gap. These S.M.A.R.T. goals will align with the traditional adequate progress provisions (safe harbor), an annual 10% reduction in the percentage

of students not scoring proficient levels or not making learning gains. For example, the average ELA “Exemplary” performance among local schools in Berkeley/Cane Bay Plantation<sup>1</sup> in 2015-16 was about 45%. Using 45% as a sample baseline for Year 1, CBPA’s goal would be to improve to at least 50% of students earning an Exemplary rating on the state assessment in the following year. Please see Table 1.5 for the full list of sample goals based on a baseline of the local schools in Berkeley/Cane Bay Plantation.

**Table 1.5**

Goals: Local School Average as Baseline - Berkeley/Cane Bay Area Schools

Goal Area	Assessment	Subject	2016 Baseline Results	Year 2	Year 3	Year 4	Year 5
% Exemplary	SC READY	1. ELA	45	50	55	60	64
	SC READY	2. Mathematics	47	52	57	61	65
	SC PASS	3. Science	71	74	77	79	81
	SC PASS	4. Social Studies	80	82	84	85	87
Goal Area	Assessment	Subject	2016 Baseline Results	Year 2	Year 3	Year 4	Year 5
% A or B	Middle School EOC	5. Algebra	73	--	76	78	81
		6. English I	62	--	--	66	69

All values are percentages.

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

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

\* Included in EOC estimates.

In addition to state accountability specific goals, CBPA will utilize and set goals on the nationally normed NWEA MAP. NWEA is one of the largest interim assessment providers in the

<sup>1</sup> Local schools included in this average: Cane Bay Elementary, Cane Bay Middle, Devon Forest Elementary, Nexton Elementary, Sangaree Intermediate, Sangaree Middle.

United States. These computer-based assessments are aligned to the SCCCR Standards, are adaptive, and consistently and reliably measure student achievement and growth on the RIT scale (a continuous scale score). After each fall administration, students will receive nationally normed end-year spring growth trajectories. These trajectories will be used systemically for goal setting from the school level down to each individual student. All students in grades K – 8 will be assessed three times per year on their achievement and growth in ELA and mathematics. NWEA MAP goals will also be aligned to student achievement, growth, and closing the achievement gap. See overall and specific goals in Table 1.6 below.

**Table 1.6**

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

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

As stated in the Curriculum and Instructional Model section, a variety of research-based instructional strategies, including Marzano’s Thirteen High Probability teaching strategies, will be implemented to ensure student achievement. These instructional strategies, combined with the innovative aspects of CBPA’s educational program, such as the data-driven Education Model, an extended school day, before and after school tutoring, targeted instruction, and the use of PLPs,

will support CBPA in reaching the achievement and growth goals described above.

## **b) Assessment Plan**

*A description of the diagnostic, formative, and summative assessments with baseline data gathering and details on the types of assessments.*

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

### **State Summative Assessments**

CBPA will adhere to all state accountability and testing requirements, including administration of the SCPASS in Science and Social Studies, SC READY in math and ELA and End-of-Course Assessments in Algebra, English and Biology as soon the student population supports advanced coursework. CBPA will also administer alternative assessments when appropriate.

### **Interim Formative Assessments**

NWEA currently provides the MAP for grades 2 – 11 in ELA and math and grades 3 – 8 in science. The audio supported MAP for Primary Grades (MPG) is available for grades K – 2 in ELA and math. NWEA MAP tests students with engaging, ability-appropriate content aligned to state standards and college readiness benchmarks (ACT) in ELA, math, and science. NWEA is a computer-based, adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the level of the student’s performance, the results of which inform a student’s instructional level (zone of proximal development) and what they are “Ready for Instruction Today (RIT).” Additionally, both MAP and MPG are effective universal screening assessments for RtI.

In 2011, the National Center on Response to Intervention (now Center on Response to Intervention at the American Institutes for Research) gave MAP and MPG the highest possible ratings for classification accuracy for math and reading.<sup>2</sup>

### **Practice State Assessment (PSA)**

CSUSA will provide PSAs aligned to the SCCR Standards that will be used as CBPA's benchmark assessments. PSAs will be administered 1-3 times a year, between NWEA assessments. PSAs provide teachers with an "early warning" of students who are struggling to demonstrate mastery of grade level standards, allowing the teacher to make instructional adjustments as necessary for both the class and individual students.

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

These include objective-based questions used for quick checks of content material and essay questions that require critical thinking and writing skills. Teachers will have access to an assessment creation platform with a standards-aligned item bank.<sup>3</sup> These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit. Additional formative assessments used in the classroom may include:

- Quarterly progress summaries
- K-2 Skills Checklists (In the NWEA MPG suite of resources)
- DIBELS
- EasyCBM
- Fountas & Pinnell: Running Records
- Oral Reading Fluency Checks
- Teacher observations
- Journals
- Attitude inventories
- Tools within software programs
- Anecdotal records of the student's performance
- Achievement of goals and objectives in the student's PLP

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

<sup>3</sup> Currently, teachers have access to the Certica item bank in UNIFY.

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

*A plan to monitor progress toward meeting the goals and objectives of the school and how the school will make modifications based on data.*

CBPA's use of a research-based, data-driven Education Model provides the structure and accountability for the continuous monitoring and analysis of the academic program. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about the instructional focus and strategies to best meet the needs of each student. The data will be used to develop regularly updated PLPs to monitor progress and ensure students are on track to master the required standards. This data will be analyzed during weekly or bi-weekly data chats (described later in this section) to determine action steps to help students improve or make adjustments in school-wide initiatives. Quarterly data chats will also provide a formal opportunity for parents and teachers to discuss the progress of students. Many schools managed by the CSUSA use a student-led data chat model, where students take the lead in presenting their progress.

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

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

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

Throughout the school year, training sessions will be provided on various professional development topics, such as differentiated instruction, observation and feedback, NWEA, cross-

curricular instruction, data analysis, and data chats. Curriculum Resource Teachers (CRTs) at CBPA will attend monthly sessions and then disseminate the information they learned to faculty. Each year, the focus of these CRT Curriculum Cadres (described in the Curriculum and Instructional Model’s Educational Structure section) will change to meet CBPA’s current educational needs. Professional development will be held in various ways, including Professional Development Days, after-school meetings, team meetings, data chats, or team lead meetings. CBPA may also participate in district offerings for professional development as needed.

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

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

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

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

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

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

### **Performance Matters/Data Warehouse**

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

In the data warehouse, multiple assessment data points are held for easy comparison. Teachers can view assessment data to determine trends in student performance and identify red flags. For

instance, it would be a concern if a child was performing on grade level on NWEA, yet was failing each IFP.

### **Data Chats**

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

### **PowerSchool**

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

### **CSUSA**

CBPA will employ an 802.11n/ac wireless network with WPA 2 encryption. Devices are protected from viruses and malware through a combination of antivirus software, best practice security measures, LAN and WAN monitoring and intrusion detection systems, as well as a CIPA-compliant content filter. Email and other systems are accessed through secure SSL encryption. Data protection is provided via redundancy of hardware as well as encrypted local and cloud-based

backups. Access to resources is provided via network security groups and individual account passwords. Assignment of those security roles and permissions is performed by designated IT staff and requires appropriate authorization before completion.

*An explanation of how student assessment and progress will be communicated.*

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

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

At the conclusion of each testing season and throughout the year (as data becomes available), CBPA will report state and interim assessment results at monthly governing board meetings publically available to the sponsor and community at large. In CBPA's first year, the governing board will view these initial results as a baseline for future goals. A baseline year will also be

utilized when the state introduces new state-wide standardized assessments or school accountability calculations.

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

## **II. Organizational Plan**

### **1. Governance**

*Profile of each member of the charter committee.*

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

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

Minnie Newman, Ed.D.: Dr. Newman is a retired educator with over 25 years of experience as a teacher and adjunct professor. She earned her Ed.D. in Child and Youth studies from Nova Southeastern University. Throughout her teaching career, she earned numerous accolades, including Student Council Teacher of the Year, Nominee for Disney Teacher of the Year, Director of the Year Award, and two Honor Teacher of the Year awards. After retiring from teaching, she served as the Career Academy and STEM Facilitator for the Dorchester School District II in Summerville, SC. Dr. Newman has also held positions in many professional associations, including the Teacher Leadership Forum, Regional Service Alliance One, the Career Guidance Committee, the South Carolina Science Council, and the Association for Supervision and Curriculum Development. For 14 years she has been serving as the Mayor of Hanahan. Dr. Newman is also the CEO of the Sonny Mevers Foundation.

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

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

Michael Cochran, Ed.D.: Dr. Cochran is an executive-level professional with leadership, operations, and administrative experience. He is the Chief Deputy for the Berkeley County Sheriff's Office and was formerly the Chief of Police for the City of Hanahan. He currently sits on

the Charleston Area Regional Transportation Authority and is a member of many professional organizations both locally and throughout South Carolina.

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

Brad Davis: Mr. Davis joined the Hendrick Automotive Group in 1993 as the Executive General Manager of Rick Hendrick Imports. He was the managing partner in the BMW, MINI, and Volvo dealerships. In April of 2015, Mr. Davis retired from full-time dealership operation and was asked to stay as part of the team and became the Community Relations Specialist for all of the Charleston/North Charleston Hendrick Dealerships. He is a past member of the Charleston Metro Chamber of Commerce Board of Directors and the former Chair of The Education Foundation. Mr. Davis has also served on the Trident United Way Campaign Committee and currently serves on their Community Impact Committee. He is also currently a member of the Sports Car Club of America and has driven and managed the MINI of Charleston Racing efforts.

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

The charter committee, BCEA, is an existing non-profit governing board created for the sole purpose of opening and operating high-quality charter schools. BCEA received approval to open the Mevers School of Excellence, and after receiving approval from the SCPCSD in the spring of 2016, BCEA began to search for property for the school. Members of BCEA attended a Googlefest event and were introduced to Bill Peagler, the Berkeley County Supervisor, who was assisting BCEA with identifying possible property for Mevers School of Excellence. Upon his suggestion, communications were initiated with Ben Gramling, the major developer of Cane Bay. Through

numerous discussions, Mr. Gramling agreed to offer BCEA acreage in part of Cane Bay that is also being developed for the new YMCA. However, this property would not be ready for the 2017-18 opening of the Mevers School of Excellence. Mr. Gramling asked BCEA to consider opening an additional school for the 2018-19 school year on the property (letter of support included in **Appendix A**). Due to the continued growth in Berkeley County, BCEA believes that offering another charter school option similar to Mevers School of Excellence would be a benefit to the community and the already crowded school district that is unable to provide new facilities to keep up with their growth.

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

The governing board will lead the organization and have ultimate authority and responsibility for all school operations, and as such, will hold the charter for CBPA. The governing board is responsible for developing and outlining the mission, vision, and values of CBPA; developing the appropriate policies to ensure those fundamentals are maintained; academic progress monitoring; and effectively and properly managing public funds. Please see **Appendix J** for BCEA's Bylaws and **Appendix K** for the Articles of Incorporation.

The governing board will contract with CSUSA to manage the day-to-day operations of CBPA and will oversee CSUSA via a performance-based contract. The principal will be an employee of CSUSA and is responsible for managing all school staff, parent organizations, and community partners. Please see the organization charts provided in **Appendix L**.

The relationship between the governing board and CSUSA provides clear accountability for the services provided by CSUSA. The organization as a whole is responsible for CBPA's performance, and CSUSA will be actively involved in managing CBPA's operations in order to ensure successful outcomes. A strong relationship will exist between the principal and the

governing board. The principal will provide quarterly status reports for the governing board and participate in all governing board meetings. During governing board meetings, the principal will present CBPA's status report and field any questions of the governing board. CSUSA will maintain primary responsibility for reporting to the governing board and conducting follow-up action items.

As per the management agreement (**Appendix M**), CSUSA shall consult with the charter committee in respect to the hiring of the principal, and the governing board will have the ability to provide input on the principal's performance. The governing board will hold the principal accountable primarily through the performance expectations defined in the management agreement between the governing board and CSUSA. A comprehensive and rigorous performance evaluation process has been developed by CSUSA, which aligns expectations to the Education Model and our specific mission of providing a rigorous, personalized learning environment.

*Description of the charter committee's authority to develop policies, make decisions, and execute its responsibilities:*

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

In accordance with the terms of the management agreement, all teachers and non-instructional staff will be employed by CSUSA, and as such, will be subject to the pay scales, performance criteria, and discharge policies developed by CSUSA, which will be adopted by the charter

committee/governing board (**Appendix P**). All employees will be considered “at will,” and upon termination, instructional staff may follow the grievance procedures outlined further in this application in order to request review by the governing board. However, it is the responsibility of the governing board and CSUSA to ensure teachers meet the position requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline.

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

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

The charter committee/governing board will adopt a Criminal History Check Policy. Accordingly, a criminal records check will be conducted of applicants and/or newly hired

employees, including substitutes. If an applicant is hired prior to the completion of the criminal records check, the employment shall be considered conditional pending a review of the results of the check.

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

The governing board is responsible for the legal and financial obligations of CBPA. The governing board will adopt CSUSA's Education Model and curriculum, and will be responsible for holding CSUSA accountable by monitoring CBPA's academic performance to ensure adequate progress is being made.

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

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

Governing board training is one of the most critical responsibilities of the charter committee/governing board. Proper orientation will ensure the continuity of CBPA's mission and goals attainment. New governing board members will receive an orientation and a thorough review

of the Bylaws, Articles of Incorporation, and other applicable governing documents. Each governing board member will also receive a comprehensive binder containing copies of the charter application, charter contract, management agreement, minutes from previous meetings, contact information, and other pertinent information.

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

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

*Description of the ongoing parent and community involvement.*

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

CBPA will utilize the framework of Joyce Epstein, whose model includes six types of cooperation between families, schools, and other community organizations: 1. Parenting; 2.

Communicating; 3. Volunteering; 4. Learning at home; 5. Collaborating with the community; and, 6. Decision-making. This framework of involvement helps educators develop more comprehensive programs of school-family-community partnerships. Although CBPA will use the framework of six types of involvement as a guide, the charter committee/governing board, parents, and CBPA staff will choose practices that will help achieve important goals and meet the needs of students and families.

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

The governing board will also strictly adhere to the guidelines outlined in S.C. Code Ann. § 59-40-50 (B)(9). As such, at least 50% of the members of the governing board will be elected by the employees and parents or guardians of students enrolled in the charter school. This allows all stakeholders, including parents, to be involved in the governance of the school.

## **2. Education Management Contracts**

*Evidence that the service provider has successfully managed other schools.*

CSUSA currently operates 84 schools in 7 states nationwide, serving approximately 70,000 students. All of CSUSA's schools are AdvancED accredited. More than two-thirds of CSUSA's students receive free or reduced lunch, and approximately 75% of students are classified as minorities. Of CSUSA's schools that receive traditional A-F grades, over 80% of schools open 3 or more years earned "passing grades" (A, B or C) in 2016.

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

School grades for the 2015-16 school year (the most current data available to date), were recently released by Florida's Department of Education. As was the case in many states, compliance with federal programs such as Race to the Top led to changes in Florida's state assessments and school grade calculations. Generally the changes to both assessments and accountability increased the rigor of student achievement and student growth, raising the bar for students statewide. For example, half of the major components in the Florida school grade involve student learning gains. In addition to more rigorous assessments, how these gains were calculated was also adjusted for the 15-16 school year. Most districts on average saw about a 20% point drop in learning gains among the lowest quartile of students.

The historically strong performance in CSUSA's Florida network can be attributed to a commitment to raising student achievement by teachers and administrators and the implementation of several academic components of CSUSA's Education Model, including differentiated

instruction, tutoring, push-in/pull-out support, blended learning, and research-based instructional materials.

**Figure 2.1**

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

Figure 2.1 above shows that before the changes to state assessments and state accountability, when stable and consistent measures of achievement and growth were available, proficiency rates increase the longer schools and students are part of the CSUSA network.<sup>4</sup>

Table 2.1 below shows the historical school grades in established CSUSA schools (those open for 3 years or more). Note, the state assessments (FSA) and school grade calculation were updated for the 2015 schools year. School grades did not include growth measures, an area where CSUSA schools excel. The second year of FSA testing, 2016, marked the addition of the new learning gains calculation and schools and districts statewide saw dramatic decreases in overall performance with the new calculation. CSUSA was not immune to these issues.

<sup>4</sup> Comparable data based on new assessments and accountability calculus is not yet available.

Table 2.1

School Name	2012	2013	2014	2015	2016
City of Coral Springs Charter	A	A	A	A	A
Hollywood Academy of Arts & Science	A	B	A	A	B
Hollywood Academy of Arts And Science Middle School	A	A	A	A	B
North Broward Academy of Excellence	A	B	A	B	C
North Broward Academy of Excellence Middle School	A	B	A	A	A
Renaissance Charter School at Cooper City		A	A	A	A
Renaissance Charter School at University		C	A	B	B
Renaissance Charter School of Coral Springs	A	B	A	B	B
Renaissance Charter School of Plantation	B	B	B	C	D
Aventura City of Excellence School	A	A	A	A	A
Downtown Miami Charter School	A	A	A	B	B
Keys Gate Charter High School	A	B	C	D	D
Keys Gate Charter School	B	C	B	C	C
Renaissance Elementary Charter School	A	A	A	A	A
Renaissance Middle Charter School	A	A	A	A	A
Duval Charter at Baymeadows	A	A	A	A	A
Duval Charter High School at Baymeadows	A	B	B	B	C
Duval Charter School at Arlington	C	D	C	C	C
Duval Charter School at Westside			F	D	D
Henderson Hammock Charter School		C	B	B	C
Winthrop Charter School	C	B	A	A	A
Woodmont Charter School	D	F	C	D	D
Bonita Springs Charter School	A	B	C	A	B
Cape Coral Charter School	B	C	B	B	C
Gateway Charter Elementary School	A	B	C	B	B
Gateway Charter High School	A	B	B	C	C
Gateway Charter Intermediate School	A	B	C	B	B
Six Mile Charter Academy	A	B	B	C	C
Governors Charter School		C	C	C	C
Manatee Charter School		F	C	D	D
Renaissance Charter School at Chickasaw Trail		F	B	D	C
Renaissance Charter School at Hunters Creek			C	B	B
Canoe Creek Charter Academy	B	C	A	A	D
Four Corners Charter School	A	A	A	A	C
P. M. Wells Charter Academy	B	C	A	C	D
Renaissance Charter School at Poinciana		D	A	C	C
Renaissance Charter School at Palms West			C	B	C
Renaissance Charter School at Summit			D	C	C
Renaissance Charter School at West Palm Beach		D	C	C	B
Renaissance Charter School at Tradition			A	A	A
Renaissance Charter School of St. Lucie	B	C	A	B	B
Coweta Charter Academy at Senoia	87	76.4	84.1	C	C
Cherokee Charter Academy	75.4	81.4	87	C	C
CICS - Longwood		Level 3 out of 3	Level 2 out of 5	Level 3 out of 5	Level 2 out of 5
CICS - Lloyd Bond		Level 3 out of 3	Level 1 out of 5	Level 5 out of 5	Level 5 out of 5
CICS - Larry Hawkins		Level 3 out of 3	Level 1 out of 5	Level 2 out of 5	Level 2 out of 5
Lake Charles Charter Academy	n/a	C	C	C	C
Southwest Louisiana Charter School		C	C	D	C
East Baton Rouge Charter Academy at Mid-City			F	F	F
Magnolia School of Excellence			D	D	D
Success Mile Academy			n/a	n/a	Pending
Langtree Charter Academy			B	B	C
Cabarrus Charter Academy			B	B	C

<sup>5</sup>The state assessments (FSA) and school grade calculation were updated for the 2015 schools year. School grades did not include growth measures, an area where CSUSA schools excel. 2016, the second year of FSA testing, marked the addition of the new learning gains calculation and schools and districts statewide saw dramatic decreases in overall performance with the new calculation.

*Evidence that the other schools managed by the proposed service provider have demonstrated academic achievement for similar targeted student populations.*

Table 2.2 below shows four schools in the CSUSA network with FRL and minority rates similar to the proposed student population at CBPA.

**Table 2.2**

	<b>% FRL</b>	<b>% Minority</b>
Clay Charter Academy (K-7)	45%	44%
Bonita Springs Charter School	47%	45%
Hollywood Academy of Arts and Science (K-5, 6-8)	52%	64%
Duval Charter School at Mandarin (K-8)	38%	46%
<b>Estimated Pop.</b>	<b>56%</b>	<b>41%</b>

Table 2.3 below shows the similar schools’ grades as of the most recent (2016) school grades release:

**Table 2.3**

School	Achievement				Learning Gains		Learning Gains Lowest 25%		Middle School Acceleration	Final Grade				
	ELA	Math	Science	Social Studies	ELA	Math	ELA	Math		2016	2015	2014	2013	2012
BONITA SPRINGS CHARTER SCHOOL	64	67	56	96	58	64	52	54	34	B	A	C	B	A
CLAY CHARTER ACADEMY	51	58	46		54	51	53	38		C				
DUVAL CHARTER SCHOOL AT MANDARIN	57	61	57	82	48	49	47	38		B	A			
HOLLYWOOD ACADEMY OF ARTS & SCIENCE ELEMENTARY	70	69	59		49	54	45	32		B	A	A	B	A
HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE SCHOOL	61	68	55		61	59	53	52	59	B	A	A	A	A

As the data shows, schools with similar student populations within CSUSA’s network have been very successful. All schools earned grades of “A” in the 2015 school year, with the exception of Clay Charter Academy which opened in 2015-16. In all years since opening none of the demographically similar schools have received a grade lower than a C, in fact these schools earn an A or B grade collectively 93% of the time (since 2009).

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

The principal terms of the proposed management agreement are summarized below. There is no obligation on the part of any party until a definitive management agreement is signed by both parties. Please note that the management agreement included in **Appendix M** is a draft, and as such the terms may change as a result of negotiations between the charter committee and CSUSA.

Since CSUSA will be handling all employee services, please see **Appendix O** for a draft copy of the employee contract. Below is a term sheet for the proposed management of CBPA.

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

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

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

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

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

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

***Services provided by CSUSA***

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

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

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

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

***Compensation paid to CSUSA:***

As compensation for its services, CSUSA shall be entitled to a percentage of revenue outlined in Exhibit A of the management agreement.

***Financial Controls and Oversight:***

**Financial Reporting.** CSUSA shall provide the governing board with:

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

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

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

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

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

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

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

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

*A description that conveys clear understanding of financial obligation to the EMO.*

CSUSA will receive compensation for its services in the form of a fee for services. Any fees paid to CSUSA will be approved by the governing board during the annual budget development process. As per the management agreement, the customary fee for the comprehensive services provided will be determined by the governing board and CSUSA annually. CSUSA may reduce its fee as a contribution to CBPA’s budget to ensure CBPA’s overall financial viability in the event the full fee for services cannot be paid. Table 2.4 below shows the fees used in our projected financial statements.

**Table 2.4**

2018-19	2019-20	2020-21	2021-22	2022-23
\$147,191	\$361,708	\$868,396	\$904,756	\$1,298,959

The charter committee/governing board will not finance the construction or purchase of the facility. The committee/board will lease the facility and will not own the facility. The only debt financing in the proposed budget is for the purchase of school technology infrastructure, hardware, software, furniture, and equipment. The proposed budget includes a 5-year conventional loan for the above items in the amount of \$1,023,195. The ability to secure this financing is a benefit of our relationship with CSUSA, who has secured financing from various sources in order to complete the equipping of charter school facilities it opens and operates. Sources of financing have included:

- Issuance of taxable and tax-exempt bonds to finance the acquisition of educational facilities and associated equipment. To date, CSUSA has participated in the issuance of approximately \$500 million of taxable and tax-exempt bonds.
- Use of an available revolving line of credit.

- Commercial bank financing in some cases backstopped by a guarantee from either CSUSA or its affiliated development company.
- Financing provided by either CSUSA or the development company.
- Financing provided by a construction partner.

### **3. Leadership and Operations**

*How lead administrator will be hired and transition of charter committee responsibilities.*

#### **Process Used to Select the School Leader**

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

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

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

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

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

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

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

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

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

### ***Group Presentation***

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

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

### ***Interview***

Each candidate goes through a minimum of two interview phases. Interview templates are prepared in advance and include the following topics:

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

Candidates who are a viable fit are then placed in the “pre-approved” pool of candidates. Approved candidates are then interviewed by the regional director for the school in which they are applying, and lastly by both CSUSA’s Vice President of Education and Chief Executive Officer. As the organizational demand for talented leaders arises, candidates in the pre-approved pool are offered positions within their preferred regional areas.

Care is given to match each school leader to the school environment that best matches his/her leadership strengths. The charter committee is consulted about leadership candidates in an effort to support a positive working relationship between the principal and the governing board.

### *Overview of the administrative and operational functions at the school.*

#### **Administration**

CBPA’s administration will consist of the principal, assistant principal, dean of students, enrollment manager, and student services coordinator. The administration’s powers and responsibilities will include, but not be limited to planning, organizing, and directing the implementation of all school activities; establishing and promoting high academic and disciplinary

standards and expectations for all students and staff; ensuring compliance with federal, state, and local regulations and policies; operating CBPA within the approved budget; planning and supervising fire drills and emergency readiness programs; frequently monitoring CBPA to ensure safety, security, and effectiveness of school programs; planning and directing building maintenance; recruiting, screening, recommending, assigning, and evaluating school staff; and achieving/sustaining 100% projected student enrollment capacity.

### **Operations**

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

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

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

*The capacity and experience of the school leadership and management team along with job descriptions of the administrative positions.*

CSUSA has a proven success record in 84 schools and can provide the resources to build, manage, and support a new school. The following includes several reasons the charter committee/governing board has partnered with CSUSA to bring a high-performing charter school to the community:

- High Academic Standards – As a member of the CSUSA network of schools, CBPA will be eligible for AdvancED accreditation in its first year (under SACS or NWAC). CSUSA was the first EMO in the nation to receive the AdvancED accreditation seal at the corporate level, meaning that all of its current schools are accredited and new schools are immediately eligible for accreditation in the first year.
- Financial Health – A positive fund balance demonstrates the school is financially viable. In Florida, for example, all CSUSA managed schools carry a fund balance, and 75% of them meet the recommended threshold of a fund balance of at least 3% of the school's annual total expenses.
- Customer Satisfaction – Annually, 95+% of parents re-enroll their children for the next academic year.
- Durability – CSUSA has been a pioneer in the charter school movement, opening its first charter school in 1998 and experiencing steady growth ever since, including opening 17 schools in four states in 2012.
- Diversity – CSUSA operates successful charter schools in both urban and suburban communities. Over 75% of students in CSUSA-managed schools are non-white. Approximately 50% of CSUSA-managed schools receive Title I funding, and over 65% of students qualify for Free or Reduced Lunch. Throughout the network of CSUSA-managed schools, especially in Florida, there are many students who are English Language Learners.
- Systematic Processes and Tools – CSUSA has developed a comprehensive service delivery model supported by processes, methods, systems, and tools that ensure consistency and address the requirements of each stakeholder group – students, parents, staff, governing board, and school board. Examples include:
  - Monitoring and evaluating performance (academic, financial, internal/external customer satisfaction, vendor, etc.).
  - Online help desk systems for general IT support, student information system, and facilities maintenance.
  - Red Carpet Customer Service.
  - People First and Leading Edge Professional Development for staff.
  - Budget process and financial reporting, (e.g. finance dashboards).

## Principal

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

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

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

### **Assistant Principal**

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

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

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

### **Dean of Students**

The dean of students will be responsible for developing and enhancing elective courses, afterschool college preparation programs and workshops (if applicable), and parent involvement networks. In addition, the dean will ensure the overall security, safety, and wellbeing of students and staff, and will assist the principal in the implementation of school policies and disciplinary

oversight. The dean reports directly to the principal, and in conjunction with the principal and assistant principal, participates in all instructional staffing decisions and oversight. The dean's responsibilities include, but are not limited to:

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

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

### **School Operations Administrator**

The SOA will be responsible for managing the financial, operational, and human resource functions at the school level. The SOA will work daily with CSUSA's Support Center functional areas to ensure school compliance with all policies and protocols as established for all areas of responsibility. These functional areas include, but are not limited to facilities and information technology (IT), recruitment, human resources, benefits, procurement, finance, and grants. The SOA reports directly to the principal and participates in all facilities, IT, and food services staffing and oversight. The SOA's responsibilities include, but are not limited to:

- Supervising all school-based facilities and IT employees.
- Creating position openings in the human resource management system and working in conjunction with CSUSA's offer letter specialist to conduct the offer process.
- Managing employees' self-posting of paid time off in the human resource management system and ensuring compliance and accuracy in the Human Resource Time and Attendance system.
- Compiling appropriate benefits paperwork and assisting the Human Resources Department in formulating and executing open enrollments and other benefits meetings, as well as educating employees on family status changes, 401k, and benefits selection.
- Managing all school inventory purchased and food and transportation services by coordinating with service providers and overseeing deliveries.
- Maintaining financial records of CBPA in accordance with policy and assisting CSUSA's Staff Accountant with monthly financial statements.
- Working daily with CSUSA's Education Grants Manager and supervising timelines and grant drawdowns.

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

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

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

- Managing and administering registration, recommitment, and withdrawal processes and associated reporting for all students.
- Evaluating transcripts of incoming students and taking appropriate action to ensure completeness.

- Maintaining the district student database system with proper coding/master scheduling to effectively monitor and update information for the funding count cycles that impact funding.
- Improving retention rates for existing students.
- Processing free and reduced lunch applications into the district and CSUSA's database.
- Assisting with marketing efforts for student recruiting and hosting CBPA's information sessions, open house, orientation, etc.

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

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

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

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

The SSC will have, at a minimum, a Bachelor's Degree from an accredited college or university and a valid certification for guidance counseling. They will possess, at a minimum, 3

years of teaching and/or counseling services. As a support role for students, the SSC must be equipped with impeccable communication skills and be able to effectively guide students toward meeting their maximum potential. In performing this function, they must also possess absolute knowledge of federal, state, and local educational requirements and charter school laws.

For a complete list of job descriptions please refer to **Appendix F** and **Appendix Q**.

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

CSUSA has successfully replicated its Education Model in schools throughout Florida, Georgia, Louisiana, North Carolina, Indiana, Illinois, and Michigan. CSUSA's disciplined, innovative culture and research-based Education Model is crucial in order to replicate successful public charter schools with quality results. CSUSA has been granted accreditation from the AdvancED Accreditation Commission, the national commission that confers accreditation. This means that CSUSA and all of its schools are accredited, and that CSUSA is recognized across the nation as a quality education system. CSUSA was recently reaccredited by AdvancED in 2015 for a 5-year term with regular monitoring of progress and reporting.

Via the partnership with CSUSA, the charter committee/governing board has access to the necessary support and infrastructure to successfully replicate the Education Model at CBPA. Resources from CSUSA's Support Center, the central office in Ft. Lauderdale, will enable the replication of the Education Model with customization to meet the needs of students. CSUSA's New School Opening Team (NSOT) is critical to its success in replicating schools. NSOT members represent each functional area within CSUSA and focus on ensuring all tasks that are required to open a brand-new school are completed on time and correctly.

NSOT will manage the following tasks:

- Facilitate weekly or bi-weekly (depending on time of year) meetings for the purpose of identifying issues

- Develop recommendations and oversight of project status
- Implement systems for quality assurance, support, oversight and accountability
- Develop full-scale project plans specific to each school project
- Track project deliverables using appropriate tools
- Consistently monitor and report on the projects' progress to department heads and the CSUSA Executive Team

The two main regional support systems that have been established are:

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

*Any proposed management company responsibilities.*

CSUSA, the EMO, will provide the charter committee/governing board with assistance in developing, planning, and marketing CBPA, as well as organizing its finances, human resources, curricula, and operations. CSUSA's responsibilities include, but are not limited to what is outlined in Table 2.5 below:

**Table 2.5**

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

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

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

### *The nature and extent of parental, professional educator, and community involvement.*

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

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

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

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

*Capacity building plan for leadership and staff development.*

PD is detailed in the Curriculum and Instructional Model’s Educational Structure section.

*School leader evaluation and succession plans.*

## **Leader Evaluation System**

The Leader Evaluation System (LES) is used for school administrators and is based on sound educational principles and contemporary research in effective educational practices. The LES contains 3 components: the Student Performance Measure (40%), the Leader Performance Evaluation (LPE) instrument (35%), and the Leader Growth Plan score (25%). Evaluations of administrators are conducted by the school leader, and the school leader is evaluated by the regional director.

### ***Performance of Students***

CBPA bases 40 percent of the final evaluation rating on data and indicators of student academic performance and learning growth assessed annually by statewide standardized assessments. For the term 2015-2018, CBPA uses state-adopted VAMs, which historically have considered up to three years of school-specific student growth data. CSUSA utilizes up to three years of aggregate school VAM scores and the state assigned quality ratings of 4) Highly effective), 3) Effective, 2) Developing/Needs Improvement), or 1) Unsatisfactory for each school administrator. No more than three years of data are used in state VAM estimations. The final VAM score is weighted by the number of students included in each estimate.

### ***Leader Performance Evaluation (LPE)***

The LPE is the first part of the instructional practice component and accounts for 35 percent of the LES. The LPE instrument is based on the research of Robert J. Marzano and clearly connects to the Florida Principal Leadership Standards and the standards of the National Association of Elementary School Principals. The LPE is designed to draw on and incorporate educational leadership practices, including the 21 responsibilities of a school leader, the precepts of continuous improvement. These educational best practices are the foundation for the 119 elements within the

LPE that measure administrator proficiency on the host of skills and tasks necessary to lead a school, its faculty, and students.

### ***Leader Growth Plan (LGP)***

The LGP score is the final element in the instructional practice component of the LES and accounts for 25 percent of the final rating. Administrators must set at least one goal aligned to each of CSUSA's 5 strategic priority areas: 1) Academic Excellence, 2) Culture of Excellence, 3) Growth, 4) Operational Performance, and 5) Financial Health. All administrators identify priority area-aligned LPE indicators to focus on and develop throughout the year. Each selected indicator becomes a goal in the LGP. The LGP is created, reviewed, and monitored in collaboration with the leader's regional director.

### **Succession Plan**

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

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

## 4. Employees

*Process to be used to advertise for, select, and employ instructional staff and employees.*

### **Recruitment**

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

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

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

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

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

The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective. The interview process consists of a panel or team interview approach assembled by the principal. Final candidates progress to an interview with the principal. The interview protocol asks teacher applicants about their past performance and experience, and the interviewer or interview team uses an anchored rubric to evaluate responses.

### **Selection**

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

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

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

These quality indicators are explicitly linked to core qualities of effective teachers, and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants, as shown in Table 2.6 below.

**Table 2.6**

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

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

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

Upon acceptance of the offer, a New-Hire Packet will be presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed

within 3 days of employment), W-4, Employee Handbook (and acknowledgement page), and information related to company-offered benefits.

### **Employment**

Instructional personnel will be hired “at will.” Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12-month period. CBPA will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. The hiring policy is designed to offer an equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability, physical or mental handicap, or any other characteristic protected by law. CBPA’s hiring policies will comply with all applicable federal and state laws, as amended, including, but not limited to, the Americans with Disabilities Act of 1990, as specifically amended by the ADA Amendments Act of 2008, Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay Act of 1963, Age Discrimination Act of 1967, Titles VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Patsy T. Mink Equal Opportunity in Education Act, Federal Uniformed Services Employment and Reemployment Rights Act (USERRA), Worker’s Compensation, and the South Carolina Human Affairs Law.

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

*Statement asserting that at least one member of the administrative staff will hold a current SC certification of administration or have at least one year of experience in the field of school-based administration.*

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

*A description of the proposed evaluation process.*

### **Teacher Evaluation System (TES)**

The purpose of the TES is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services. The TES includes Student Academic Performance Measures, the Teacher Feedback and Evaluation Tool (TFET) instrument, and the Deliberate Practice Plan (DPP). All teacher evaluations are conducted by the school leader.

### ***Student Performance Measures***

For the 2015-2018 term, student academic performance is determined by the State's Value Added Model (VAM), based on students' prior performance on the FSA. Including students who met Surveys 2 and 3, CBPA utilizes all available 3-year aggregate teacher VAM scores and the assigned quality point of 4) Highly effective, 3) Effective, 2) Developing/Needs Improvement, or 1) Unsatisfactory to all classroom teachers of students for courses assessed by statewide, standardized assessments, including those assigned to a combination of state-assessed and non-state-assessed courses. In addition to the actual VAM estimation and standard error, Florida's 3-year aggregate teacher VAMs and ratings incorporate school level growth (50%).

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

The TFET is first organized by the strategies and behaviors observed inside and outside of the classroom. Additionally, it is aligned to CSUSA's 5 strategic priority areas – 1) Academic Excellence, 2) Financial Health, 3) Growth, 4) Operational Performance, and 5) Culture of

Excellence – which reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David Norton’s Balanced Scorecard (1996).

### ***Deliberate Practice Plan***

All teachers identify 3 TFET indicators to focus on and develop throughout the year. Each selected element becomes a goal in the teacher’s DPP. The DPP is created, reviewed, and monitored collaboratively with the leadership team.

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

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

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

### **Grievance and Termination Procedures**

CBPA will not adopt the procedures for the employment and dismissal of teachers outline in S.C. Code Ann. § 59-25-410. If an employee feels he or she has been treated unfairly as a result of actions from CBPA’s administration, the employee can present a formal grievance to CSUSA’s Employee Services team.

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

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

3. If the matter is not resolved, the employee may submit a formal grievance in writing to CSUSA's Employee Services team within 10 days of receiving the Regional Director's written response. The employee is encouraged to request a meeting with the Employee Services, who will conduct an investigation and consider the facts and may review the matter with the aggrieved employee's supervisor.

### ***Termination***

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

## **5. Enrollment**

*Description of how the school intends to enroll students, including the proposed timeline to reach a diverse student population, processing of applications, lottery process if needed, and the appeal process for a student who is denied admission for a reason other than the lottery.*

Understanding that CBPA is a "school of choice" and open to all eligible students in the state, the charter committee/governing board recognizes the importance of marketing and recruiting a wide diversity of parents and students. In order to promote a neighborhood school environment, the marketing strategy begins in the immediate area and then broadens to the mass market.

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

### **Phase I: Identification**

CSUSA, in partnership with the charter committee/governing board, has targeted the recruitment area based on a detailed and thorough analysis of the geographic area and associated demographics described in this application.

### **Phase II: Awareness**

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

### **Phase III: Recruitment**

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

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

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

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

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

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

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

### **Lottery Rules and Procedures**

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

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

All preference categories shall be published prior to conducting the lottery. All applicants entitled to receive a placement preference shall be identified prior to the lottery. CBPA reserves the right to rescind acceptance offers if the preference status is not verified or validated (i.e. proof of residency, proof of legal guardianship). Per S.C. 59-40-50(B)(8), enrollment preference will be given to currently enrolled students at CBPA, subsequently removing them from participating in the lottery. Table 2.7 below outlines the timeline for enrollment in Year 1; Table 2.8 provides the timeline for enrollment for Year 2 and beyond:

**Table 2.7**

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

**Table 2.8**

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

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

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

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

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

those who are unable to attend an information meeting.

*An explanation of the notification of placement and the timeline for parents to accept the placement or not.*

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

*A definition of any group receiving priority enrollment in the lottery.*

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

- A sibling of a pupil currently enrolled and attending.
- Children of a school employee and children of the charter committee/governing board (not to constitute more than 20% of the enrollment of CBPA).

*An explanation of how the school intends to enroll out-of-district students.*

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

*A description of how the proposed charter school intends to ensure that enrollment reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve.*

Neither Berkeley County nor Erskine are under a desegregation order (**Appendix T**). In compliance with § 59-40-50(B)(7), S.C. Stat., CBPA will endeavor to reflect the racial/ethnic composition of the Berkeley County School District (differing by no more than 20%), via the comprehensive marketing plan. CBPA will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community or within the racial/ethnic range of other

public schools in the district. This effort will include marketing to under-represented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff. We are committed to enrolling a diverse student population and shall forbid any forms of discrimination.

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

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

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

*Description of student rights and responsibilities.*

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

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

A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior. Clearly established rules must be taught to students, reinforced frequently, and enforced consistently by all administration, faculty, and staff. Consequences for

violations of the rules should be assigned to students quickly, fairly, and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students.

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

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

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

- Students are expected to respect the authority of school personnel, which includes, but is not limited to administration, teachers, staff, and substitutes.
- Malicious destruction of school property results in the replacement, repair, or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.

- Students shall help keep CBPA clean at all times. There is to be no gum chewing in the school building or on school grounds.
- Items such as water pistols, matches, iPods, skateboards, hand-held game devices, toys, weapons of any sort, etc. are not permitted at school.
- No items will be permitted that carry pictures or slogans referring to drug culture or alcohol. No profane, abusive, or slang language is to be used.
- There will be zero tolerance for aggression, drugs, and alcohol at CBPA. Students that push, hit, bite, kick, harass, bully, or use the internet in a negative way will be assigned an appropriate consequence, up to and including suspension or dismissal from CBPA, and/or referral to law enforcement.

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

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

In the event that a hearing cannot be granted by the governing board within 10 days of the notice, the student shall be readmitted to CBPA on a probationary status pending the hearing, unless there is probable cause to believe that the student's presence in CBPA would constitute a threat to the safety or education of others. The student has the right to be represented by lay or

legal counsel with the right to cross-examine witnesses and present evidence. If the student is represented by legal counsel, notification must be provided to the governing board three days in advance of the hearing. Hearings will be conducted at Erskine's designated location and must be heard in the presence of all parties involved, including, but not limited to the student and parent(s)/guardian(s), the principal, and the regional director.

*Ensure that the discipline policy complies with the FERPA.*

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

*Process for addressing IDEA compliance regarding student discipline, suspension, and expulsion for students with IEPs and the continued provision of FAPE, and a description of how the school will identify and address significant behavioral concerns.*

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

If a student's behavior is having a negative impact in the school environment, the IEP team will convene a meeting to discuss if a functional behavior assessment is warranted and may obtain necessary consents to conduct such an assessment. As a result of the assessment, a positive

behavior intervention plan may be developed to assist the student in working on the targeted behaviors identified by the plan. While it may be necessary for students with disabilities to be suspended or expelled from school, before those students can be suspended for more than ten school days in a given school year, a manifestation determination meeting will be held by the IEP team to decide if the student's disability caused the misbehavior. The outcome may impact any further disciplinary action taken related to the student, as to ensure the student will not be denied FAPE per federal law.

## **7. Transportation**

*Description the school's transportation plans. Description of the service if the school intends to contract with the local school district or a third party.*

The charter committee/governing board recognizes that transportation cannot be a barrier to any child attending CBPA. Therefore, CBPA administration and CSUSA will assist parents with the identification and coordination of transportation options to ensure that CBPA is accessible to all students. This will include facilitating car pools and informing parents as early as Open House of their transportation options. If car pool options are exhausted, CBPA administration will meet with the parent and make every effort to assist them in locating a means of transportation via either bus, taxi, or a private transportation service. If providing transportation via buses, state regulations for drivers, training, and safety requirements will be followed.

CBPA administration, along with CSUSA, shall disseminate a transportation plan prior to the lottery process through publicized information sessions, during open houses, and through the school's main office. All parents will be provided with a link to an electronic survey through which they will be able to express their interest in ride sharing and gain access to a pool of parents residing within the same region.

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

All transportation related information will be provided to parents via student information system communications as well as published online for all applicants and enrollees.

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

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

### **III. Business Plan**

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

*Description of the budget in terms of educational and operational priorities.*

The overall budget reflects a financial commitment that ensures alignment with CBPA's mission of providing a rigorous, personalized learning environment to support students in building a strong foundation of academic and critical thinking skills, strong character, and a love for learning. The budget is built to ensure alignment between responsibility and accountability by ensuring the hiring of highly qualified teachers and purchasing cost-effective research-based

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

A comprehensive and balanced budget will be developed on an annual basis. The budget will include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget will require the approval of the governing board. The budget will be prepared conservatively and with viability and sustainability of CBPA in mind. CBPA will allocate resources based on data from Marzano's *What Works in Schools*, which shows that effective instructors, implementation of the GVC, curriculum resources, and a safe and orderly environment are the key elements for a successful, sustainable school. Complete assumptions are available in **Appendix Y**, which reveals CBPA's financial commitment to support a full instructional staff, school leadership, instructional support staff, professional development to support teachers' understanding and implementation of the GVC, all necessary equipment/technology, and lease payments for a state-of-the-art facility to provide a safe and orderly environment.

In Year 1, the budget assumes \$2,360,775 for Instructional Expenses. Integration of technology will allow students to have targeted access to curricular resources, assessment, technology-based intervention and enrichment enhancing differentiation to support CBPA's mission of offering a rigorous personalized learning environment. Teachers will be trained to integrate technology

carefully and strategically into the student-learning environment to increase academic achievement for each student.

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

All decisions made by CBPA will be conducted with financial efficiency in mind. Annually, CBPA will develop a strategic plan with initiatives for school improvement, which will be aligned to CBPA's budget. The governing board is responsible for ensuring that CBPA has adequate resources and that high standards for academic performance are met. Quarterly dashboard meetings with CSUSA will keep the governing board informed of the school's financial health.

*A summary of any negotiated services to be provided by the proposed sponsor.*

CBPA is not planning to contract with Erskine for any negotiated services.

*Explanation of how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures.*

The charter committee/governing board will contract with CSUSA to provide financial management services to CBPA. The charter committee/governing board will adopt the established processes and procedures of CSUSA, which adhere to generally acceptable accounting principles, to ensure fiscal responsibility and sound internal controls. The charter committee/governing board will retain ultimate control of CBPA's finances. CBPA will follow the South Carolina pupil accounting system, auditing, and reporting procedures as mandated in by statute and specified in

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

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

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

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

CSUSA's financial management services include:

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

*Description of how the school will maintain its books and records according to generally accepted accounting principles and will create an appropriate system of internal control.*

CSUSA maintains internal control policies which will be adopted by the charter committee/governing board via the management agreement. These internal controls include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets, and Payroll.

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

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

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

are developed to ensure CBPA stays on track financially throughout the year. **Appendix Z** contains a 10-year budget plan.

*A description of planned client subcontracts to outside providers (if applicable).*

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

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

CBPA may provide transportation through an agreement or contract with a private provider. One bus has been included in the budget for transportation at an average rate of \$312 per day. If

necessary, CBPA will contract with a certified and licensed school bus company to provide transportation. The provider shall furnish proof that it meets or exceeds all applicable district, state, and federal rules and regulations governing student transportation.

*Process to contract with a certified public accountant for an annual, independent financial audit and to disseminate the results to the school district and required state agencies.*

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

*Does the school plan to offer South Carolina Retirement System benefits to its employees?*

CBPA will not offer South Carolina Retirement System benefits to its employees.

*Discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation.*

In the event that revenue shortfalls occur due to lower than expected enrollment, a revised budget will be created and implemented. Variable expenses will be adjusted to compensate for the revenue shortfall. For example, staff and associated expenses will be reduced in alignment with the reduced enrollment. Budgets are revised as necessary to achieve balance and align costs with revenue in a manner that is least disruptive to the learning environment. CSUSA will stand behind CBPA to ensure its viability, up to and including reducing its management fee to zero.

Conservative assumptions have been made on the financial budget to ensure the financial health of operations, especially during CBPA’s first year. As part of the mitigation process, the governing board and CSUSA will closely monitor enrollment during the first year to spend appropriately on enrollment-based expenses. In particular, compensation, which is the biggest expense in the budget. Alternative outcomes will be contemplated before opening CBPA to safeguard against potential shortfalls. In those situations where expectations are not met, CBPA will engage in a mitigation process entailing reduction of controllable expenses while maintaining the basic necessities for the education of the students. In rare, but possible cases, the school may turn to alternate sources of funding, such as the management company or construction partner, if absolutely necessary.

## **2. Facilities**

*Describe the basic facilities requirements. Identify any other significant facilities needs not already specified. If a facility has not been identified, specify a plan for obtaining the facility and include a description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility. A discussion of the planning committee’s process for obtaining facilities. A description how the school’s facilities plan is aligned with the projected enrollment growth outlined in the charter application.*

The exact location for CBPA’s facility has not yet been identified, but is planned to be located in the Cane Bay Plantation community. The site will be compatible with existing neighborhoods and with local municipal and county planning efforts. BCEA intends for CBPA to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. The facility layout is be based on previous plans that have been successfully deployed by CSUSA for charter schools with enrollment projections and growth similar to that of CBPA. The facility is expected to be 65,000 – 70,000 square feet in size, occupying one to three floors. The facility layout will accommodate a logical separation of the

elementary (K – 5) and middle (6 – 8) school grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for CBPA’s administration. CBPA’s site will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests. Erskine shall not be responsible for costs in the areas of facility construction or maintenance.

The facility will be designed to integrate technology, giving all students targeted access to curricular resources, assessments, technology-based intervention, and enrichment enhancing differentiation. Teachers and students will have technology integrated in the classroom through a variety of modalities. Below are resources that are planned to be implemented in the facility:

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

CSUSA utilizes established and reputable vendors for equipment and services. Vendor selection is done through a Request for Proposal (RFP) with a vendor selection criteria matrix that includes critical factors such as company reputation and the ability to deliver on time. The number of vendors used is kept to a minimum in order to maintain manageability and accountability while also leveraging economies of scale for pricing.

Pending approval of this charter application, CBPA’s facility will be developed in accordance with the construction timetable listed in Table 3.1 below:

**Table 3.1**

Period	Projected Timetable for Key Facility Construction Tasks
<b>9/17 – 10/17</b>	<ul style="list-style-type: none"> <li>• Construction Drawings/Plans Approval</li> <li>• Finalize Architectural Design</li> <li>• Site Selected and Contract Executed</li> <li>• Site Review <ul style="list-style-type: none"> <li>▪ Facilities – Use for Programs (e.g. Athletics, Sciences, etc.)</li> <li>▪ Site Plan – Ingress/Egress, Transportation, Fields, Parking, Signage</li> <li>▪ Zoning</li> </ul> </li> <li>• Construction Financing</li> <li>• Site Plan Approval</li> <li>• Land Development Permit</li> </ul>
<b>10/17 – 11/17</b>	<ul style="list-style-type: none"> <li>• Apply for General Building Permit</li> <li>• Land Development</li> <li>• Facility Construction</li> </ul>
<b>11/17 – 8/18</b>	<ul style="list-style-type: none"> <li>• RFP's for Vendors <ul style="list-style-type: none"> <li>▪ Services</li> <li>▪ Furniture, Fixture, and Equipment listing (FF&amp;E)</li> <li>▪ Technology</li> <li>▪ Instructional Materials</li> </ul> </li> <li>• Facility Lease Executed</li> <li>• Construction (Ongoing)</li> <li>• Complete Construction</li> </ul>
<b>12/17 – 8/18</b>	<ul style="list-style-type: none"> <li>• Certificate of Occupancy</li> <li>• Installation of FF&amp;E</li> <li>• Technology Installation</li> <li>• Staff Move-in</li> </ul>

### 3. Insurance Coverage

All requirements for this section will be in the appendix items.

# Appendix A

## Evidence of Support



January 23, 2017

To: Berkeley County Education Association

Ref: Partnering Letter of Support

Dear Board Members:

The Hendrick Automotive Group Dealerships of Charleston and North Charleston are excited to pledge our support for the new Cane Bay Preparatory Academy planned for the Cane Bay area. Our dealerships look forward to providing career support by hosting dealership tours, guest speakers, subject matter experts and fundraising assistance. We strongly believe our future customers and employees are found in today's primary and secondary education system and we look forward to helping this charter school to help lead the way. With many of our employees located in the Cane Bay area and many of our associates from Volvo also settling in the area, we feel our connection with the community will be strong and productive in supporting this school.

Sincerely,

Brad Davis

Community Relations Specialist

Hendrick Automotive Group Charleston/North Charleston



*Real Estate & Development, Inc.*

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January 30, 2017

[Esmalley@sccharter.org](mailto:Esmalley@sccharter.org)

Elliott Smalley, Superintendent  
South Carolina Public Charter School District  
3710 Landmark Drive, Suite 201  
Columbia, SC 29204

RE: Partnership Letter of Support for Cane Bay Preparatory Academy

Dear Board Members,  
Gramling Brothers Real Estate and Development is excited to become an active partner of Cane Bay Preparatory Academy, and we look forward to helping the school with fundraising and development assistance. We know that this school will provide a strong foundation for its students, but we are also confident that it will prove an invaluable asset to Berkeley County and we feel privileged to welcome it into our community.

Sincerely,

Ben Gramling  
President

cc: Stewart Weinberg, Ph.D.  
Berkeley Charter Education Association, Inc., President

502 KING STREET  
CHARLESTON, SC 29403  
PHONE (843) 723-6262  
FAX (843) 723-5351

# K-8 CHARTER SCHOOL COMING TO BERKELEY COUNTY Opening 2018



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

## WHY CHOOSE CANE BAY PREPARATORY ACADEMY?

- Dedicated, caring, certified teachers
- Core curriculum and enrichment classes to keep students engaged
- Personal learning plans to ensure students' success
- Instruction is based on individual strengths and weaknesses
- Meaningful parental involvement helps students perform better
- Beautiful brand new school building provides a secure and nurturing environment
- Focus on character education and leadership to prepare students for the future
- Students wear uniforms to avoid distractions and enhance security

Cane Bay Preparatory Academy is a tuition-free public charter school and a proud member of the SACS Accredited Charter Schools USA family of schools. Learn more at [www.CharterSchoolsUSA.com](http://www.CharterSchoolsUSA.com)

For questions please email us at [info@CaneBayPrep.org](mailto:info@CaneBayPrep.org)



# Cane Bay developer buys huge neighboring tract approved for more than 5,700 homes

By Warren L. Wise [wwise@postandcourier.com](mailto:wwise@postandcourier.com) Jan 10, 2017

The developer of Cane Bay Plantation in Berkeley County recently acquired a huge neighboring, undeveloped parcel already approved for more than 5,700 homes.



Cane Bay developer Ben Gramling has added to his land holdings in a fast-growing area of Berkeley County. File/Staff

Companies led by Ben Gramling of Charleston-based Gramling Brothers Real Estate and Development bought the 2,031-acre Wildcat Tract off U.S. Highway 176 for \$21 million in late December from PCCR LLC, an affiliate of land developer Crescent Communities of Charlotte. The parcel abuts Gramling's 4,500-acre Cane Bay Plantation community he started developing in 2007.

Gramling called the newly acquired site along Black Tom Road "a land hold" that "fits like a glove" with the neighboring Cane Bay tract. He has no immediate plans for the Wildcat property, but he said he is already receiving interest in the parcel.

"We are going to let it evolve," he said. "The exact layout is yet to be determined. It will have residential, commercial, retail, multifamily and some sites set aside for schools, also. It fits in nicely with our current piece of land."

The sale came with previous development agreements that allow up to 5,778 homes and 65 acres set aside for commercial buildings. Wetlands exist on the site, though Gramling said new small lakes like those created in Cane Bay could be part of the new development.

Because the Wildcat Tract backs up to the Cane Bay property, the two are a natural fit to be connected in some areas, Gramling said.

"It lends itself to a lot more cohesiveness and a lot more connectivity," he said. "With Volvo and other suppliers coming in to this part of the tricounty area in Berkeley County, we feel like there should be good demand there."

Swedish automaker Volvo is building a \$500 million manufacturing plant southwest of the tract near Interstate 26. It's set to open in late 2018.

Also, Gramling's purchase of the Wildcat Tract does not mean Cane Bay is about to run out of developable land. While it's permitted for up to 10,000 homes, Cane Bay boasts about 3,500 rooftops and the land for another 3,000 has been sold or is under contract, the developer said.

Because a good chunk of Cane Bay has been set aside for parks, lakes and trails, Gramling doesn't believe the community will ever see its permitted home allowance. But he said the day will come when the sprawling former rural timberlands could reach its development limit and people will look for another option as the region continues to expand up the I-26 corridor.

"This is kind of a land hold position for the future of what should be happening in the area," he said.

The previous owner, formerly called Crescent Resources, a one-time affiliate of Duke Energy, acquired the site in 2007 for \$7.875 million. Crescent went bankrupt when the real estate market crashed during the last recession. It re-emerged in 2010 as a separate entity.

That same year, it filed plans to cut roads, install infrastructure and develop the Wildcat Tract into a mix of uses including homes, civic structures, commercial buildings and parks. The project never materialized. Crescent Resources changed its name in 2013 to Crescent Communities.

A representative for the seller could not be reached for comment Tuesday.

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Reach Warren L. Wise at 843-937-5524 or [warrenlancewise@twitter.com](mailto:warrenlancewise@twitter.com).

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# Stay tuned for some really big developments

David Slade Jul 2, 2016



Nexton, on the edge of Summerville, is part of a wave of 11 mega-developments approved to build enough homes for 20 people across the tri-county area. Nexton's plan includes an urban-style commercial area with a hotel, office building and apartments.

At 11 locations across the tri-county Charleston metro area, a wave of town-size developments could create new houses and apartments for nearly 200,000 people.

That's enough housing for the current population of both North Charleston and Mount Pleasant, which are South Carolina's third- and fourth-largest cities.

The scale of these super-size developments, and the demands they will put on public services, already are influencing where schools get built, which roads get widened, and the location of fire departments and even highway interchanges.

And some of these developments haven't built the first house.

The greater Charleston area has seen large developments before, but never so many at once — and rarely so large.

When the Sangaree development was announced in Berkeley County in 1973, the 3,000-home community was among the nation's largest. Today, it would rank among the smallest of the mega-developments, which average more than 7,000 permitted homes.

Just across U.S. Highway 17A from Sangaree is Nexton, permitted for more than 13,000 homes. Carnes Crossroads, just down road, could have more than 5,000. Cane Bay Plantation, also nearby, will have about 10,000. And Wildcat, next door to Cane Bay, is permitted for 5,778.

Cainhoy Plantation, above Daniel Island across the Wando River from Mount Pleasant, is approved for more than 18,000 homes. Summers Corner, on the rural outskirts of Summerville, will have about 6,000. Ingleside, in North Charleston, is approved for 5,425. And the list goes on.

These mega-developments have all been approved and have contractual agreements with local governments lasting as long as 50 years. These agreements insulate developers from future rule changes, such as those seen recently in Mount Pleasant, where the Town Council reduced allowed building heights and the number of apartments permitted in some developments.

"A development agreement gives a developer predictability so that they can invest large amounts of money with a long-term payback," said Kenneth Seeger, president of WestRock Land and Development, the region's largest mega-developer. "It does give you insulation from reactionary swings in local government that can happen."

WestRock, the successor to MeadWestvaco, is the developer of four of the 11 mega-developments: Nexton, Summers Corner, Spring Grove and Magnolia. The Daniel Island Co., known for the 6,500-home development of Daniel Island, is in charge of two of the new mega-developments, Cainhoy Plantation and Carnes Crossroads.

“People are coming here,” said Daniel Island Co. President Matt Sloan. “I think master-planned communities are a good thing for this region.”

Sloan said one reason Carnes Crossroads was annexed into Goose Creek was the city’s willingness to put a “unique zoning code” modeled after Daniel Island into a development agreement.

Development agreements can be changed, if both sides agree and public hearings are held. The agreement for Daniel Island — not counted among the 11 mega-developments because it’s mostly completed — was changed three times with the city of Charleston’s blessing, once to accommodate what is now the Volvo Car Stadium.

The plan for 2,030-home Carolina Park in Mount Pleasant also was amended, for example, in 2014 after a bald eagle nest was found. The change created a park around the nest, and shifted multi-family housing to another part of the property.

For those concerned that the Charleston area is growing too fast, becoming too crowded and choked with traffic, the news that just the 11 largest developments in the area could bring 78,000 more homes may be unwelcome.

The silver lining is, urban planners and environmental activists generally agree that large master-planned communities are preferable to multiple, smaller developments.

Christiane Farrell, director of Planning and Development for Mount Pleasant, said well-connected roads, parks and recreation centers can be more easily achieved when large developments are planned.

“The same thing with drainage and open space,” she said.

Smaller developments might include homes and an amenity center. Mega-developments — those with 2,000 homes or more — often include schools, public parks and recreation, and commercial areas with shopping, restaurants and sometimes offices. Nexton includes an office building and a hotel.

“You have the ability to integrate schools and shopping, and create more of a community,” Farrell said.

It’s now common for public schools to be built in mega-developments, on land sold or donated by the developers. Cane Bay Plantation, Nexton, Summers Corner and Cainhoy Plantation are all examples.

“We decided to donate the land to the schools before we ever wrote the development agreement,” said Kelly Seger, spokeswoman for Cane Bay Plantation developer Gramling Brothers.

In Mount Pleasant, the town’s only public high school sits at the entrance road to Carolina Park. In Charleston, the only public high school on the Cainhoy peninsula and Daniel Island is now under construction within the Cainhoy Plantation development.

School districts want to build near population centers — particularly if the land is free, or sold at a discount. Developers, in turn, see neighborhood schools as a valuable amenity.

“Schools typically help developments grow,” said Deon Jackson, chief administrative officer for the Berkeley County School District, in a May interview about Cainhoy Plantation. “I don’t think this is going to be any different.”

Coastal Conservation League Executive Director Dana Beach said a mega-development “is absolutely better” for responsible growth planning than multiple, smaller developments, but with an important caveat.

“The other side of it is, when you don’t have a good planning team, they can be vastly worse, because they are so much bigger,” he said.

A mega-development could turn out like a traditional town, or could more resemble a series of subdivisions within a larger subdivision. Of course, there's disagreement about what constitutes good planning and what home-buyers want.

Beach, for example, has been a critic of Cane Bay Plantation, but that development was the ninth-best-selling master-planned community in the nation last year.

Huge developments create an urgency for local governments to carefully negotiate multi-decade contracts with developers. The deals might require land contributions for schools and parks, fees to help pay for roads and schools, and requirements for affordable housing — or they might not, depending on the government that negotiates them.

"These decisions are so important," Beach said. "I think the single most important thing is, they are not alike."

Charleston-area mega-developments range from urban sites with environmental challenges to suburban areas to huge tracts of sensitive rural land — each with their own issues.

Public goals might range from land reclamation to land preservation. Traffic impacts and the cost of public services are always an issue.

Magnolia, an urban 3,500-home development, is planned in Charleston's Neck Area along the Ashley River, on polluted land once home to fertilizer plants and other industry. The property has been undergoing a multi-year environmental cleanup and the ownership is going through bankruptcy, with WestRock expected to take over as developer.

Charleston encouraged development of the blighted Magnolia area by creating a special tax district that financed a \$10 million bridge to the property, known as the "bridge to nowhere" because the development plan stalled. The agreement also calls for public green space and up to 675 units of affordable "workforce" housing.

In contrast, when developers proposed building thousands of homes at the rural edge of West Ashley, in a development called Long Savannah, the city extracted concessions through a development agreement. The developer needed both Charleston and Charleston County to redraw their urban growth boundary lines, and there was some opposition.

Charleston agreed to annex the Long Savannah land, permit the development, and work with the county to buy land for public parks. The developers agreed to finance an \$8 million parkway, donate land for affordable housing, schools and public services, and pay \$1,400 in fees for every house that's built to help fund new roads and schools.

And then came East Edisto, nearly 72,000 acres of former timberland and rural landscape extending all the way to the Edisto River. When MeadWestvaco (now WestRock) set out to plan development there, the focus of many advocates was land conservation, leading to the creation of a conservancy that protected more than 53,000 acres in two counties.

"It's the largest single private protection of land in South Carolina," Beach said.

The remaining parts of East Edisto will include the developments Summers Corner, with about 6,000 homes, and Spring Grove, with about 4,500 homes divided into smaller "settlements." Spring Grove also has a large commercial component, and is meant to become a new employment center near Ravenel.

"If you look at sustainability, so much of it depends on connections between housing, jobs and services," Seeger said, "and you can have all of that in a master-planned community."

"From a planning standpoint, they make more sense than side-by-side subdivisions," he said. "You're planning at the community level, so you need to consider all of your infrastructure needs and incorporate that into the plan."

In exchange for the predictability development agreements convey, local governments can play a larger part in the planning. Former Charleston Mayor Joe Riley played a hands-on role in the plan for Daniel Island, for example, insisting that affordable housing be included, and walkable connections between homes and services.

“Mayor Riley had a vision for this place,” Sloan said. “That’s why he went and annexed it.”

Beach said development agreements — allowed since the early 1990s under a state law supported by the Municipal Association of South Carolina — also let public interest groups play a larger role in negotiating land uses.

“We’re basically doing an end run around government inertia,” he said.

With few exceptions, the new wave of mega-developments is creating towns on once-rural land at the edges of greater Charleston, but there are limits to how far such growth can go.

The expansive Francis Marion National Forest creates a growth barrier on the region’s northeastern side, just beyond Cainhoy Plantation, while the 53,000-acre East Edisto Conservancy creates a natural barrier to the west. And, of course, there’s the Atlantic Ocean.

The natural path of the region’s future growth is north, toward Moncks Corner, and northwest, following Interstate 26, mostly in Berkeley County.

“If you look at growth in the region, it’s like a tube of toothpaste that’s (being) squeezed up here,” said Seeger, in a 2015 interview about Nexton.

In April, Berkeley County announced that it would establish a “principal growth boundary” — a step that Charleston County took 17 years ago — essentially drawing a line on the map meant to mark the end of high-density residential growth, enforced by zoning and land-use plans.

Berkeley County's line encircles Moncks Corner and extends past Jedburg Road where the new Volvo manufacturing facility is planned.

Supervisor Bill Peagler said the focus of the policy was "not on adding significant new high-density residential development in rural Berkeley County that may threaten its distinctive character and result in the costly expansion of public infrastructure and utilities."

"Berkeley County will continue to push for industrial and commercial growth, so our residents are able to live, work, raise a family and play here in Berkeley County," he said. "We want to make sure that our residents can continue to enjoy the beauty of rural Berkeley County."

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# 75,000 new neighbors Berkeley County's mushrooming growth on the edges of Summerville and Goose Creek creates challenges, opportunities Job-creating medical facilities planned

Brenda Rindge David Slade Feb 20, 2015



Construction has picked up in Carnes Crossroads where some 15,000 people are expected to call the Berkeley County development home.

Patrick Archibald moved into his new apartment this month, and became the first resident of the Nexton development on the edge of Summerville.

"I call myself 'resident zero,'" said Archibald, a 52-year-old technology professional who relocated from North Charleston, cutting his commute to work in Moncks Corner in half. "I enjoy seeing how things change from day to day."

Things are changing quickly at Nexton, where the population is expected to reach as many as 30,000 as the development is built out. Up to 30,000 more could live in Cane Bay, and another 15,000 in Carnes Crossroads. The three adjacent developments cover an area about the size of the town of Summerville.

"If you look at growth in the region, it's like a tube of toothpaste that's (being) squeezed up here," said Kenneth T. Seeger, president of the Community Development & Land Management Group at MeadWestvaco, which is developing Nexton.

Population growth and real estate development have been rapidly changing the tri-county Charleston metro area, making it one of the top growth areas on the East Coast. The creation of 10,000-home master-planned communities, however, takes growth to a new level — with developments more like towns than subdivisions.

Together, the three neighboring Berkeley County developments will become home to a population roughly as large as current-day Mount Pleasant. And while Mount Pleasant's population ballooned from 15,000 to 75,000 over 50 years, Berkeley's big three could go from zero to 75,000 residents in half that time.

Russell Johnston, 71, moved to his home on U.S. Highway 17A in 1977, and remembers how lightly traveled it was.

"You barely had to stop at Carnes Crossroads because there was usually nothing coming," he said.

Not any more. On 17A between College Park Road and Interstate 26, the daily average traffic count was 29,100 in 2013, state figures show. S.C. Highway 176 saw average daily traffic of 8,600 vehicles on the north side of the crossroads, and 12,200 on the south side.

The once-sleepy, rural intersection that gave the Carnes Crossroads development its name “will be the busiest intersection in South Carolina” in a decade or so, said Goose Creek Mayor Michael Heitzler, a local history buff serving his 37th year as mayor. The development is part of Goose Creek, having been annexed into the city years ago.

Even before the first home was built at Carnes Crossroads, before the first apartment was built at Nexton, Berkeley County was one of the nation's fastest-growing counties — number 35 as of 2013, according to the Census Bureau. That was partly due to Cane Bay, which was the top-selling community in the state in 2012 and now has about 4,300 residents.

“Why Berkeley County?” said Ben Gramling, president of Cane Bay developer Gramling Brothers. “First of all, it's got some natural amenities. It's not far from the beach and it's got Lake Moultrie right there. It's got job growth like Boeing and all its suppliers. It's got schools. It's got shopping. And it's all happening together.”

The growth has not come as a surprise. In fact, it's come a bit slower than expected, because of the Great Recession.

Plans for Cane Bay and Nexton — then known as the Parks at Berkeley — were both approved in 2005; Carnes Crossroads was approved in 2006. Cane Bay pushed ahead, but there was little construction of buildings at Nexton or Carnes Crossroads until last year.

“We kind of started the development in this area, and they're continuing with us,” said Gramling. “I think we are going to feed off each other.”

Development across the area, and how to handle it, was considered in a 2008 report by the Berkeley-Charleston-Dorchester Council of Governments called “Our Region, Our Plan.”

“I know I have a biased context, but that entire booklet kept screaming to me, 'Mike, it's at Carnes Crossroads. This is where it's happening,'"said Heitzler.

The city's response was to annex the Carnes Crossroads development with the support of the developer, The Daniel Island Company.

“We felt, and still feel, that we are building a suburban community, and those communities are typically in municipalities,” said Matt Sloan, president of The Daniel Island Company.

Carnes Crossroads isn't connected to what most people would think of as Goose Creek; the development is connected to the rest of the city by a 20-foot-wide and miles long strip of property that created the physical connection required for annexation.

Carnes Crossroads is the smallest of the three mega-developments, but it's the size of Daniel Island.

“The next few years are going to be very interesting,” said Summerville Mayor Bill Collins, who replaced longtime mayor Berlin Myers in 2011, and whose campaign platform called for attracting new businesses with tax credits. “We recognize that we are really experiencing a lot of pressure from growth. That growth is challenging but also offers opportunities.”

The scale of development will reshape surrounding areas as local governments scramble to build or widen roads, build schools, manage traffic, provide police and fire protection, plan for recreation, and figure out how to pay for it all. “We will continue to aggressively recruit business, so the 'burdens' of growth do not fall solely on the backs of homeowners,” Berkeley County Supervisor Bill Peagler said in a statement emailed to the newspaper. “As is the case with the new Sheep Island Interchange, we will also continue to ensure proper infrastructure is in place before the growth is complete.”

Berkeley County residents already pay an extra 1 percent sales tax to fund roads and higher property taxes to build schools. Goose Creek just saw its first property tax increase in decades, which the city said was needed to expand the Fire Department; Summerville in 2012 raised its franchise fee — a tax on utility bills — to help fund road improvements.

Other high-growth areas have faced similar challenges. Mount Pleasant, the nation's ninth-fastest-growing city, recently raised taxes and fees to pay for growth-related infrastructure improvements. Mount Pleasant's administrator said new homes don't generate enough tax money to pay for the services they require, unless those homes are quite expensive.

Along with the costs and challenges, growth brings new places to work, shop, worship, and receive medical care, as businesses and institutions rise along with the homes.

"I think most people are excited to see what's happening," said Amber Stevens, of Ladson, a barber who works in an older shopping center near Nexton on U.S. Highway 17A.

"I hope it creates jobs for people who don't have them," she said. "I know I'm not going to like the traffic."

Seeger said Nexton will be an economic development hub for the area. Nexton is already home to a new hotel, restaurant, and offices including the South Carolina Research Authority's Applied Technologies Center.

Some economic development at all three of the large developments could come from planned medical facilities and offices that would create jobs and new health care options. A complex planned at Nexton by Palmetto Primary Care is predicted to create 1,100 new jobs.

Trident Health and Roper St. Francis have proposed 50-bed hospitals, at Cane Bay and Carnes Crossroads, respectively. Trident challenged the state's decision to allow both hospitals, and is considering legal options following a court ruling Wednesday that upheld the two-hospital plan.

Of the three developments, Cane Bay now has the only shopping center. Extensive retail development is planned within Nexton and on the commercial edges of Carnes Crossroads, which stretch along more than three miles of 17A (North Main Street) and S.C. Highway 176 (State Road).

"Every time you add a home, it makes it more attractive to businesses," said Sloan. "That area is envisioned to be the new commercial hub for Berkeley County."

Carnes Crossroads has commercial land on three corners of the crossroads.

"Ten years from now that location will feel completely different, and in a good way," said Sloan.

Nexton focused on building commercial areas before houses or shopping. That's a plus for local governments and the school district, because businesses and apartment buildings generate more property taxes. Owner-occupied homes generate less revenue and don't contribute a dime to the day-to-day costs of operating public schools.

With about 450 acres of Nexton's commercial areas in the town of Summerville, and all of Carnes Crossroads in the city of Goose Creek, municipal boundaries are now within about three miles of each other.

Goose Creek is not pressing to annex more development land into the city, Heitzler said.

"There is some interest in (annexing) Cane Bay," Heitzler said. "I don't want to knock on doors, but if the businesses and homeowners are interested, I'd be willing to sit down and talk with them."

Cane Bay is entirely in an unincorporated area of Berkeley County, and Gramling said he plans to keep it that way.

“I have enough confidence in the Berkeley County leadership,” he said. “They tell me they're on top of what all they need to do and I believe that to be true.”

Summerville's mayor said he'd like to annex more of Nexton's commercial district, but he's not making an active effort to do so.

“Commercial growth offers opportunities for more revenue,” Collins said. “I'd much rather run the city off the back of businesses than homeowners.”

Annexation is up to the landowner, however, and Seeger said MeadWestvaco has no plan to annex additional areas of Nexton into any municipality.

All the growth and development will bring more traffic — lots more traffic — and significant road construction is needed to keep the cars moving.

The only access to Cane Bay, with an eventual population of up to 30,000 and three public schools, is two-lane Highway 176. Nexton and the residential portion of Carnes Crossroads both empty onto recently-widened Highway 17A.

State funding, impact fees and the extra sales tax approved by Berkeley County residents will help pay for new roads, wider roads and projects such as traffic signal timing.

Last year, construction was completed to widen nine miles of Highway 17A from Summerville to Moncks Corner to four lanes. It was a six-year, \$32 million project funded by Berkeley County's one percent sales tax.

Design work is underway for a \$71.8 million I-26 interchange at Sheep Island, and connecting roads. Another \$51.7 million will be spent to widen I-26 up to Jedburg Road and build a new interchange there.

The Sheep Island interchange will tie directly into a parkway that will run east through Nexton to Cane Bay, and west to Summerville. It will “open the next frontier of growth in Summerville,” according to the town's Vision Plan.

Plans to widen Highway 176 were included in a 2014 voter referendum, in which Berkeley County residents agreed to extend the extra 1 percent sales tax. At the same time, the county decided to scrap a traffic impact fee collected from new businesses since 2006.

The fee had been blamed for slowing economic development and was also criticized because it also applied to public schools. For example, in 2014, the Berkeley County School District paid \$215,177 in traffic impact fees for Nexton Elementary School, which is under construction.

Of course, the school district's money comes from taxpayers.

More homes mean more children, and those children will need places to go to school. That's a growth-driven issue across Berkeley, Charleston and Dorchester counties.

The Berkeley County School District already has a new high school, middle school, and elementary school at Cane Bay, built on land donated by the development. An elementary school is under construction at Nexton. And in Carnes Crossroads, Northwood Assembly plans a K-12 private school near its large church, both on developer-donated land.

“We knew that location would be the real center of future growth for the tri-county and we would be right in the middle of it,” said Northwood's school director and church administrator Larry Evanoff.

Large developers routinely donate land for public services these days — schools, fire stations, libraries — and those public services become amenities for the new residents.

Cane Bay gave 160 acres to Berkeley County School District and 68 to the YMCA of Greater Charleston, for a planned sports and wellness complex. Gramling also plans to donate a tract for a fire station, he said.

"It lets people work here, live here and recreate here," Gramling said.

Carnes Crossroads will donate land to Goose Creek. The city plans to build a fire station there within a couple of years, and is looking at adding sports facilities, Heitzler said. Several festivals and concerts are scheduled there, too.

"We want to bring them in auditorily, visually and emotionally," said the mayor.

For parents who live in the area, all the new schools mean redrawing attendance lines.

Nexton Elementary, built for 900, will open in August with about 600 students, most of whom will come from surrounding communities. The \$20 million school was part of the \$198 million Yes 4 Schools campaign in 2012, which called for higher property taxes to fund school construction debt.

The Nexton school will ease overcrowding at Cane Bay Elementary, which has 960 students in a school built for 900, not counting 209 fifth-graders housed at the middle school.

Back near the once-sleepy crossing of highways 176 and 17A, Johnston, who moved to the area 38 years ago, sees trade-offs in all the growth.

"It was a quiet place to live, but it was far from everything," he said. "Now the secret is out and everybody wants to live here. It's bustling and busy."



# Berkeley County's first public charter school to open next school year

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By Alexis Simmons, Reporter/MMJ  [CONNECT](#)

GOOSE CREEK, SC (WCSC) - The site is cleared for the first public charter school in Berkeley County, [Mevers School of Excellence](#).

The tuition-free school will serve K-6 and anyone in South Carolina can enroll. The school is expected to expand to serve grades seventh and eighth after its first year.

Enrollment begins February 6 and will go through March 15. Click [here](#) for enrollment information

The school is public so it will receive state funding from taxpayers, that's why anyone residing in South Carolina can attend. However public charter schools are governed by its own board, meaning it doesn't have to follow the same guidelines as Berkeley County public schools.

The school's campus is ten acres on Henry Brown Boulevard in Goose Creek.

President of the school's governing board Stewart Weinberg says the school will also be the first Charter School USA school in the state. It will provide individualized education based on a child's performance.

"In today's world if we are teaching whole class instruction, it's not working, there is no way that all those students are all learning at the same level and at the same rate," Weinberg said.

Weinberg is a former school superintendent and has served in various states. He says the business boom in Berkeley County was a factor in the location for the Mevers School of Excellence.

"Somebody might be driving let's say from Mount Pleasant and is now going to be working for the new Volvo Plant, and they can go through Goose Creek they could drop their child off at our school on their way to work," Weinberg said.

Students will wear uniforms, instruction will incorporate music, art and science and teachers are paid based on performance.

"[[There's] opportunity to make more we have high expectation for our teachers," he said.

Several parents in the Goose Creek area say they're looking forward to the new school, hoping it will help with the crowding issues in other schools. However some parents are concerned because public charter schools are independently governed.

With this independence the school's board members can also fire teachers based on separate criteria than traditional public schools.

Weinberg says the governing board will change after the first school year where 50 percent of the board will be made of school parents and staff.

"They will really have a say in what's taking place at that school," Weinberg said.

The school can accept about 1,100 students. If more than that apply, a random lottery will determine which students will attend.

There will be information sessions at the following dates from 6 p.m. to 7 p.m. at New Life Christian Fellowship Church located at 358 Liberty Hall in Goose Creek. All dates are on Thursday.

- February 9
- February 23
- March 9
- March 23
- April 6

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## Enrollment opens Feb. 6 for Berkeley Co.'s first public charter school

By Lindsay Street lstreet@berkeleyind.com Jan 31, 2017 Updated Jan 31, 2017



Contributed Photo

Construction is underway for the Mevers Berkeley School of Excellence, which would be Berkeley County's first public charter school.

Berkeley County's first public charter and the state's first Charter Schools USA school will begin open enrollment Monday, Feb. 6.

Mevers Berkeley School of Excellence will be located on Henry Brown Boulevard in Goose Creek. Enrollment is open to any age-appropriate student statewide. This public charter draws on a statewide district and is not limited to district lines like Berkeley County School District.

The new charter is governed by a seven-member board that includes Hanahan Mayor Minnie Newman, Berkeley County Councilman Josh Whitley, Berkeley County Sheriff's Office Chief Deputy Mike Cochran, S.C. Rep. Samuel Rivers, Stewart Weinburg, Brad Davis, and Sandy Hightower.

The new school, which has not been completed yet on the 10-acre campus, will open August 2017 with kindergarten through sixth grade, eventually opening up seventh and eighth grades.

If the number of applications exceeds the number accepted per grade, then a random lottery will determine which students will attend the school. Preference is only given to the charter's board members' children, teachers' children, and if a student's older sibling is already enrolled in the school, according to Charter Schools USA staff.

All applications submitted within the open enrollment period, which ends March 15. Those that don't get in via lottery will be placed on a wait list.

[Click here to see more information on registering.](#)

Five enrollment information sessions for the school have been scheduled at the following dates 6-7 p.m. at New Life Christian Fellowship, 358 Liberty Hall, Goose Creek:

- Feb. 9
- Feb. 23
- March 9
- March 23
- April 6

Charter Schools USA will soon submit an application to start another charter in Berkeley County located at Cane Bay. Should Cane Bay Preparatory School be approved in April, the school would open August 2018 for kindergarten through sixth grade.

South Carolina will be the eighth state where Charter Schools USA has schools. The organization uses data-driven instruction; incorporates music, art and sciences; and pays teachers based on performance. All students must wear uniforms — the only additional cost to attending the charter versus public school, Charter Schools USA staff said.

Appendix D  
School Calendar  
and Daily Schedule

# 2018/19 Draft Academic Calendar

July 2018				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

August 2018				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September 2018				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

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

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

December 2018				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January 2019				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February 2019				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

March 2019				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2019				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2019				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2019				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

## Legend

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

## 2018-2019 School Year Calendar

July 30 – August 10	NTI
August 13-17	RTO
August 16	Open House
August 17	CSUSA Summit
<b>August 20</b>	<b>First Day of School/Quarter 1 Begins</b>
August 28	Parent Curriculum Night K-2 5 pm-8 pm
August 29	Parent Curriculum Night 3-5 5 pm-8 pm
August 30	Parent Curriculum Night 6-8 5 pm-8 pm
September 3	Labor Day-Holiday No School
September 19	Progress Reports
September 20	Evening Parent/Teacher Conferences
<b>October 25</b>	<b>Quarter 1 Ends</b>
<b>October 26</b>	Quarter 2 Begins Staff Development/No School for Students
October 29	Staff Development/No School for Students
November 1	Report Cards
November 9	Veterans Day- Holiday/No School
November 21-23	Thanksgiving- Holiday/No School
November 28	Progress Reports
December 17-31	Winter Break- Holiday/No School
January 1	New Year's Day- Holiday/No School
January 2	Students return from break, classes resume
<b>January 10</b>	<b>Quarter 2 Ends</b>
<b>January 11</b>	<b>Quarter 3 Begins</b> Staff Development/No School for Students
January 14	Martin Luther King, Jr. Day- Holiday/No School
January 17	Report Cards
February 13	Progress Reports
February 15	No School for Students
February 18	President's Day – Holiday/No School for Students
<b>March 21</b>	<b>Quarter 3 Ends</b>
<b>March 22</b>	<b>Quarter 4 Begins</b> Staff Development/No School for Students (Inclement Weather Make-Up Day)
March 25-29	Spring Break/No School
April 1	Staff Development/No School for Students (Inclement Weather Make-Up Day)
April 4	Report Cards
May 1	Progress Reports
May 27	Memorial Day - Holiday/No School
<b>June 10</b>	<b>Last Day of School</b>
June 11	Staff Records Day (Inclement Weather Make-Up Day)

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

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

Appendix E  
Supporting  
Documents for the  
Education Model

## Unit 1 - Sums and Differences to 10

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

Unit Essential Question	How can I use multiple strategies to add and subtract within 20 using real-life examples?		
Unpacked Standards	<p><b>SCCCR Alignment:</b></p> <p>1.ATO.6 Demonstrate  a. addition and subtraction through 20  b. fluency with addition and related subtraction facts through 10</p> <p>1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.</p>	<p>1.OA.1- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>4 – I can construct a word problem to represent an addition and subtraction problem by using drawings and equations.</p> <p>*3 – I can solve word problems with addition and subtraction to 20 using different strategies including an equation.</p> <p>2 – I can read a word problem and construct a drawing to represent the numbers.</p> <p>1 – I can represent addition and subtraction equations with different strategies.</p>
	<p><b>SCCCR Alignment:</b></p> <p>1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.</p>	<p>1.OA.3- Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative</i></p>	<p>4 – I can state the properties of operations to addition and subtraction as I solve different problems.</p> <p>*3 – I can apply properties of operations to add and subtract. I can take the addends and add them anyway to get the answer. I can add two numbers to make a known addend then add the last addend to complete the equation.</p>

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

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

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

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

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

	understanding of concepts.		
	<p><b>SCCCR Alignment:</b></p> <p><b>Communicate mathematically and approach mathematical situations with precision.</b></p> <p>a. Express numerical answers with the degree of precision appropriate for the context of a situation.</p> <p>b. Represent numbers in an appropriate form according to the context of the situation.</p> <p>c. Use appropriate and precise mathematical language.</p> <p>d. Use appropriate units, scales, and labels.</p>	<p><b>MP.6</b></p>	<p><b>Attend to precision.</b> Students accurately measure by laying physical units end-to-end with no gaps and when using a measurement tool. They correctly align the zero-point on a ruler as the beginning of the total length. They attend to precision when they verbally and in writing specify the length unit, when they use a ruler to measure or draw a straight line of a given length, and when they verify estimations by measuring.</p>
	<p><b>SCCCR Alignment:</b></p> <p><b>Identify and utilize structure and patterns.</b></p> <p>a. Recognize complex mathematical objects as being composed of more than one simple object.</p> <p>b. Recognize mathematical repetition in order to make generalizations.</p> <p>c. Look for structures to interpret meaning and develop solution strategies.</p>	<p><b>MP.7</b></p>	<p><b>Look for and make use of structure. (Deductive Reasoning)</b> Mathematically proficient students apply general mathematical rules to specific situations. They look for the overall structure and patterns in mathematics. First graders begin to discern a pattern or structure. For instance, if students recognize <math>12 + 3 = 15</math>, then they also know <math>3 + 12 = 15</math>. (Commutative property of addition.) To add <math>4 + 6 + 4</math>, the first two numbers can be added to make a ten, so <math>4 + 6 + 4 = 10 + 4 = 14</math>.</p>

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

Suggested Unit Clusters				
Cluster Segments	Cluster 1	Cluster 2	Cluster 3	Cluster 4
Standards	1.OA.1, 1.OA.8	1.OA.5, 1.OA.6, 1.OA.4, 1.OA.1	1.OA.7, 1.OA.3, 1.OA.1	N/A

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

	numbers? How could I draw a picture to represent the problem?	subtraction problem that has a missing addend, and explain to the class how to find the addend using a known strategy?		
<b>Vocabulary</b>	Addition, subtraction, word problem, equation, symbol, relating	Decompose, fact families, subtraction, addition, relating, equation, word problem	fact families, word problems, equation, equivalent, true, false, properties, strategy, equal sign	<b>N/A</b>
<b>Resources</b>	Topic 1 - Envision Interactive story Mathletics- Teacher book Operations with numbers. Mathletics- demonstrations for operations.	Topic 1 -Envision Mathletics- subtraction from the ebook.	Envision- Topic 1 and 7 Mathletics- ebook on operations with numbers.	<b>N/A</b>
<b>Culturally Relevant Resources</b>				

\*Critical elements/objective must demonstrate

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[x](#)

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

RL.3.4

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

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

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

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

RI. 3.1

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

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

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

RI. 3.3

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

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

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

RI.3.4

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

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

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

W.3.2

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

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

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

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W.3.4

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

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

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

x

W.3.5

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

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

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

x

L.3.1

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

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

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

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

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

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

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

\*Critical elements/objective must demonstrate

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

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

require inferences. Recognize the difference between denotative meanings and connotative meanings. Analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions. Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. Identify the elements of a story or a drama (e.g., plot, character, setting).

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

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

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

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

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

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

**Sticky notes** - Recognize words that have technical meaning and understand their purpose in a specific text. Define phrase and clause and state their function in specific sentences

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

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

			1 - I can distinguish between literal language and figurative language and analyze the impact the language choice has on a text.
<b>SCCCR Alignment:</b>  RI.7.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CCSS.ELA-Literacy.RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		4 - I can analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions in above grade level text.  *3 - I can analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions.  2 - I can analyze an author's words and determine some textual evidence needed to support explicit and inferential questions.  1 - I can analyze an author's words and determine some textual evidence needed to support
<b>SCCCR Alignment:</b>  N/A	CCSS.ELA-Literacy.RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		4 - I can analyze the interactions between individuals, events and ideas in an above-grade-level text.  *3 - I can analyze the interactions between individuals, events and ideas in an above-grade-level text.  2 - I can recognize how a change to one element of a text could affect other elements.  1 - I can explain how the individuals, events and/or ideas in a text affect one another.
<b>SCCCR Alignment:</b>  RI.7.8.1 Determine figurative, connotative, and	CCSS.ELA-Literacy.RI.7.4. Determine the meaning of words and phrases as they are used in a text, including		4 - I can analyze the language of an above-grade-level text to determine figurative, connotative, and technical meanings and the impact of word choice on meaning and tone.

	<p>technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.</p>	<p>figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>*3 - I can analyze the language of a text to determine figurative, connotative, and technical meanings and the impact of word choice on meaning and tone.</p> <p>2 - I can distinguish between literal language and figurative language and determine the meanings of language in a text, including figurative, connotative, and technical meanings.</p> <p>1 - I can determine the meanings of words and phrases in a text, including figurative, connotative, and technical meanings.</p>
	<p><b>SCCCR Alignment:</b></p> <p>W.7.2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow.</li> <li>b. Use relevant information from multiple print and multimedia sources.</li> <li>c. Use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;</li> <li>f. Develop the topic with relevant facts, definitions, concrete</li> </ul>	<p>CCSS.ELA-Literacy.W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g.,</li> </ul>	<p>4 - I can write informative and explanatory texts to examine a detailed topic, convey complex ideas, concepts, and information through the selection, organization and analysis of relevant content at above grade level expectations.</p> <p>*3 - I can write informative or explanatory texts to examine a detailed topic, convey complex ideas, concepts, and information through the selection, organization and analysis of relevant content.</p> <p>2 - I can analyze the information, identify vocabulary specific to my topic, and organize information into broader categories using my chosen structure.</p> <p>1 - I can define common organizational/formatting structures and write in a structure that will allow me to organize my information best.</p>

	<p>details, quotations, or other information and examples.</p> <p>j. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>k. Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>l. Establish and maintain a style and tone authentic to the purpose.</p> <p>m. Provide a concluding statement or section that follows and supports the information or explanation presented.</p>	<p>charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
	<p><b>SCCCR Alignment:</b></p>	<p>CCSS.ELA-Literacy.W.7.4. Produce clear and coherent</p>	<p>4 - I can write in a clear and coherent manner which the development, organization, and style are appropriate to task,</p>

	<p>W.7.1.1 Write arguments that:</p> <p>a. Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.2.1 Write informative/explanatory texts that:</p> <p>a. Introduce a topic clearly, previewing what is to follow.</p> <p>W.7.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. Develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>purpose, and audience.</p> <p>*3 - I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience and use effective organizational/formatting structures to develop my writing ideas.</p> <p>2 - I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>1 - I can identify the writing style that best fits my task, purpose, and audience.</p>
	<p><b>SCCCR Alignment:</b></p> <p>W.7.1.1 Write arguments that:</p> <p>f. Develop and strengthen</p>	<p>CCSS.ELA-Literacy.W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed</p>	<p>4 - I can develop and strengthen my writing as necessary by effective planning, revising, editing and rewriting while providing a strong focus on purpose and audience.</p>

	<p>writing as needed by planning, revising, editing, rewriting;</p> <p>W.7.2.1 Write informative/explanatory texts that:</p> <p>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting</p> <p>W.7.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>g. Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.</p>	<p>by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>*3 - I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary and prepare multiple drafts using revisions and edits to develop and strengthen my own writing.</p> <p>2 - I can utilize appropriate prewriting strategies to formulate ideas, create multiple drafts and include revisions as well as edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling.</p> <p>1 - I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p>
	<p><b>SCCCR Alignment:</b></p> <p>RL.7.7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.</p>	<p>CCSS.ELA-Literacy.W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional</p>	<p>4 - I can evaluate and analyze the strength of evidence from above grade level text to support my analysis, reflection, and research on a variety of literary and nonfiction pieces of work and topics of my own choosing.</p> <p>*3 - I can draw evidence from literary or informational texts to support analysis, reflection, and research. I can apply standards, skills, and reading comprehension strategies to literature pieces during independent and guided</p>

	<p>RI.7.11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>reading.</p> <p>I can apply standards, skills, and reading comprehension strategies to non-fiction pieces during independent and guided reading.</p> <p>2 - I can identify evidence needed to support my analysis, reflection, or research of an identified topic within class.</p> <p>1 - I can identify details and evidence used to support a theme, argument, inference, or central idea in a text in order to articulate my understanding of the text.</p>
	<p><b>SCCCR Alignment:</b></p> <p>W.7.4.1 When writing: a. Show knowledge of the function of phrases and clauses in general and their function in specific sentences.</p> <p>a. Choose among simple, compound, complex, and compound-complex sentences to</p>	<p>CCSS.ELA-Literacy.L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and</p>	<p>4 - I can demonstrate strong command of the conventions of standard English grammar and correctly identify, edit, and utilize phrases and clauses, as well as simple, compound, complex, compound-complex sentence when writing and speaking about multiple literary pieces, arguments, and topics of my own choosing.</p> <p>*3 - I can demonstrate command of standard English grammar conventions when speaking and writing.</p> <p>I can recognize and use gerunds phrases and clauses in my own writing.</p>

	<p>signal differing relationships among ideas.</p>	<p>compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>I can choose different sentence structures to signal differing relationships among ideas.</p> <p>I can identify and correct misplaced and dangling modifiers.</p> <p>2 - I can self correct and evaluate the correct use of English grammar conventions when speaking and writing.</p> <p>1 - I can recognize and correct conventions of grammar and usage with guidance when speaking and writing.</p>
<p><b>Unit Essential Vocabulary</b></p>	<p>collegial, conclude, conclusion, explicit, inference, relevant, character, character traits, dialogue, drama, events, inference, influence, interact, plot, problem/solution, resolution, setting, theme, alliteration, analogy, assonance, denotation, drama, figurative language, hyperbole, impact, meaning, onomatopoeia, personification, metaphor, phrase, poem, repetition, selection, transitions, thesis statement, address, concept, concise, conclude, conclusion, incorporate, meaning, revise, revision, purpose, support, convention, conventional, evident, planning, selection, explicit, inference, objective, support, figurative language, synonym, technical language, tone, connotation, denotation, convey, interpret, meaning, phrase, repetition, selection, specific, impact, simple sentence, specific, vague, ambiguous, antecedents, clause, complex sentence, compound sentence, compound- complex sentence, convention, conventional, dependent clause, function, independent clause, intensive pronoun, objective, part of speech, possessive, diverse, elaborate, events, illustrate, individual, influence, interact, interaction, clause, conclude, conflict, context, content, descriptive language, dialogue, engage, events, exposition, falling action, foreshadowing, impact, literary device, mood, narrative, narrator, pace, phrase, plot, point of view, problem, precise, reflect, relevant, resolution, rising action, text structure, variety, sensory language, sequence, setting</p>		
<p><b>Resources</b></p>	<p>Achieve the Core Writing informative samples: <a href="http://achievethecore.org/page/504/common-core-informative-explanatory-writing">http://achievethecore.org/page/504/common-core-informative-explanatory-writing</a></p> <p><a href="http://achievethecore.org/content/upload/Big_1_DR8.12.pdf">http://achievethecore.org/content/upload/Big_1_DR8.12.pdf</a></p> <p>Information, graphic organizers, and guides explaining the numerous Reading Comprehension strategies to utilize with Middle School students:</p> <p>Adolescent Literacy: <a href="http://www.adlit.org/strategy_library/">http://www.adlit.org/strategy_library/</a></p> <p>Learning Point: <a href="http://www.learningpt.org/literacy/adolescent/strategies.php">http://www.learningpt.org/literacy/adolescent/strategies.php</a></p>		

Read Write Think: Trading Cards App

<http://www.readwritethink.org/parent-afterschool-resources/games-tools/trading-card-creator-a-30181.html>

Reading Quest: Reading Organizers to deepen a student’s understanding and application of reading strategies within Social Studies

<http://www.readingquest.org/strat/>

\*McGraw-Hill/Glencoe state specific resources: <http://www.glencoe.com/>

Standards specific activities, performance tasks, and project based learning opportunities: <https://www.nextlesson.org/>

Exploring Imagery through Beowulf: <https://www.teachingchannel.org/videos/descriptive-details-sensory-language>

Interpreting complex texts through Scaffolding: <https://www.teachingchannel.org/videos/middle-school-ela-unit-persuasion>

Suggested Unit Clusters				
Cluster Segments	Cluster 1	Cluster 2	Cluster 3	Cluster 4
Standards	CCSS.RL.7.1, CCSS.RL.7.2, CCSS.RL.7.3, CCSS.RL.7.4, CCSS.W.7.4, CCSS.W.7.5.	CCSS.RI.7.1, CCSS.RI.7.4, CCSS.W.7.2  CCSS.L.7.1. (a-d)	CCSS.RI.7.1, CCSS.RI.7.3 CCSS.W.7.9. (a-b)	CCSS.RL.7.3, CCSS.RI.7.3, CCSS.RL.7.4, CCSS.RI.7.4
SCCCR Alignment	RL.7.5.1, RL.7.6.1, RL.7.8.1, RL.7.9.1, W.7.1.1.a, W.7.1.2.a, W.7.1.3.a, W.7.1.1.f, W.7.2.1.g, W.7.3.1.f	RI.7.5.1, RI.7.8.1, W. 7.2.1.(a-c; f, j-m)  W.7.4.1.a, b	RI.7.5.1, RLL.7.7.2, RI.7.11.2	RL.7.8.1, RL.7.9.1, RI.7.8.1
Suggested Time Frame	7 days	5 days	4 days	4 days

<p><b>Performance Tasks</b></p>	<p>Model and cite evidence from the text that supports an analysis and inferences of the text by referencing contextual clues and text features, as well as editing one’s own writing to include key details and support for claims</p>	<p>Select a topic and identify and gather relevant information to share with an audience by providing objective summary reports distinct from presenting and supporting their own perspective</p> <p>Present information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions and provide a concluding statement/section that supports the information presented.</p>	<p>Gather evidence and support from a variety of texts to generate a response that culminates a variety of perspectives and themes presented in the texts that reflects that period in literary and informative history</p>	<p>Analyze how particular elements influence the progression and sequence of a plot, including modeling the use of writing strategies to include into their own writing to include key points and details within a summary</p> <p>Analyze why authors choose words and phrases (tone) to create an overall meaning and mood for the reader.</p>
<p><b>Evidence of Learning</b></p>	<p><b>Exit tickets</b> - Define textual evidence</p> <p><b>Turn and talk</b> - Define inference and explain how a reader uses textual evidence to reach a logical conclusion</p> <p><b>Journals</b> - Read closely and find answers explicitly in text and answers that require an inference.</p> <p><b>Discussions</b> - Identify the elements of a story or a drama</p>	<p><b>Discussions</b> - Model the use of evidence to support responses and claims</p> <p><b>Exit tickets</b> - Define inference and explain how a reader uses textual evidence to reach a conclusion</p> <p><b>Journals</b> - Read closely and find answers explicitly in text and answers that require inferences</p> <p><b>Graphic organizers</b> -</p>	<p><b>Exit tickets</b> - Define inference and explain how a reader uses textual evidence to reach a logical conclusion</p> <p><b>Act it out</b> - Model the use of clues and pieces within the text to create conclusions and inferences</p> <p><b>Journals</b> - Analyze an author’s words and determine multiple pieces of textual evidence needed</p>	<p><b>Journals</b> - Identify the elements of a story or a drama (e.g., plot, character, setting). Explain how the elements of a story or drama interact and affect one another</p> <p><b>Graphic organizer</b> - Create a sequence map/timeline to analyze the influences on one event to the next in a text</p> <p><b>Act it out</b> - Recognize how</p>

	<p>(e.g., plot, character, setting). Explain how the elements of a story or drama interact and affect one another</p> <p><b>Discussions</b> - Recognize how making a change to one element of the story or drama could affect the other elements.</p> <p><b>Discussions</b> - Participate in discussions analyzing the choices that the authors with descriptive words and languages in their writing</p> <p><b>Journals</b> - Explain how the individuals, events, and/or ideas in a text affect one another.</p> <p><b>Turn and talks</b> - Analyze interactions between individuals, events, and/or ideas in a text.</p> <p><b>Graphic organizer</b> - Infer how interactions between individuals, events, and/or ideas would be different if one of these elements changed.</p>	<p>Organize information and event into thinking maps and/or graphic organizers to support written responses and citing evidence</p> <p><b>Foldables</b> - Analyze an author's word choice to determine the impact and significance of words on the writing</p> <p><b>Journals</b> - Recognize the difference between denotative meanings and connotative meanings</p> <p><b>Sticky notes</b> - Recognize words that have technical meaning and understand their purpose in a specific text</p> <p><b>Turn and talks</b> - Analyze why authors choose words and phrases (tone) to create an overall meaning and mood for the reader.</p> <p><b>Sticky notes</b> - Define phrase and clause and state their function in specific sentences</p>	<p>to support both explicit and inferential questions.</p> <p><b>Turn and talks</b> - Explain how the individuals, events, and/or ideas in a text affect one another.</p> <p><b>Graphic organizers</b> - Analyze interactions between individuals, events, and/or ideas in a text.</p> <p><b>Graphic organizers</b> - Utilize graphic organizers to organize information, structural development features, and notes (thoughts and reflections)</p> <p><b>Cornell notes</b> - Identify textual evidence that supports my analysis, reflection, and/or research.</p> <p><b>Journals</b> - Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p>	<p>making a change to one element of the story or drama could affect the other elements.</p> <p><b>Turn and talk</b> - Analyze why authors use rhyme and repetition of sounds (alliteration and assonance) to impact the reader and draw him/her to a particular section of the text.</p> <p><b>Discussions</b> - Participate in discussions analyzing the choices that the authors with descriptive words and languages in their writing</p> <p><b>Turn and talk</b> - Explain how the individuals, events, and/or ideas in a text affect one another.</p> <p><b>Graphic organizer</b> - Infer how interactions between individuals, events, and/or ideas would be different if one of these elements changed.</p>
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	<p><b>Graphic organizer</b> - Use prewriting strategies and templates to formulate ideas</p> <p><b>Peer evaluations</b> - Model revision strategies</p> <p><b>Peer evaluations</b> - Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p><b>Final draft</b> - Address the audience to reflect the necessary purpose of the task</p>	<p><b>Final drafts</b> - Use phrases and clauses to enhance writing through descriptive details and word choice</p> <p><b>Foldables</b> - Identify a variety of sentence structure: simple sentence structures, compound sentence structures, complex sentence structures, and compound-complex sentences structures.</p> <p><b>Final Draft</b> - Choose different sentence structures to format, organize, and enhance your writing.</p> <p><b>Final draft</b> - Utilize sequential words and verbs to show a relationship and connection between ideas and supporting details.</p> <p><b>Exit ticket</b> - Define misplaced modifiers and dangling modifiers</p>		<p><b>Foldable</b> - Define and identify various forms of figurative language</p> <p><b>Exit tickets</b> - Distinguish between literal language and figurative language</p> <p><b>Exit tickets</b> - Recognize the difference between denotative meanings and connotative meanings</p> <p><b>Cornell Notes</b> - Recognize words that have technical meaning and understand their purpose in a specific text</p>
<p><b>Guiding Questions</b></p>	<p>How can I provide proof of what I have learned from different kinds of text? (RI.7.1) (SCCCR: RL.7.5.1)</p>	<p>How can I provide proof of what I have learned from different kinds of text? (RI.7.1.) (SCCCR: RI.7.5.1)</p>	<p>How can I provide proof of what I have learned from different kinds of text? (RI.7.1) (SCCCR: RI.7.5.1)</p>	<p>How can the interactions between individuals and events influence the outcome of the text? (RI.7.3.) (SCCCR: N/A)</p>

	<p>How do the story elements interact with one another in the text? (RL.7.3.) (SCCCR: RL.7.8.1)</p> <p>How does the author’s use of specific types of figurative language and connotation to reveal the meaning of the text?</p> <p>How rhyming and alliteration impact tone and mood of the text? (RL.7.4.) (SCCCR: RL.7.9.1)</p> <p>How does the writing process make me a better writer? (W.7.5.) (SCCCR: W.7.1.1.f, W.7.2.1.g, W.7.3.1.f)</p>	<p>How can I learn the meaning of words and phrases in the text?</p> <p>How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?</p> <p>How word meaning impact tone and mood of the text? (RI.7.4.) (SCCCR: RI.7.5.1)</p> <p>Why is it important for me to know and follow the rules of standard English grammar when I write or speak? (L.7.1.) (SCCCR: W.7.4.1.a,b)</p>	<p>How can the interactions between individuals and events influence the outcome of the text? (RI.7.3.) (SCCCR: None)</p> <p>How can I use appropriate details and organization to express a real or imagined event?</p> <p>How can I use appropriate techniques to express the event more actively? (W.7.9.) (SCCCR: RL.7.7.2, RI.7.11.2)</p>	<p>How do the story elements interact with one another in the text? (RL.7.3.) (SCCCR: RL.7.8.1)</p> <p>How does the author’s use of specific types of figurative language and connotation to reveal the meaning of the text?</p> <p>How rhyming and alliteration impact tone and mood of the text? (RL.7.4.) (SCCCR: RL.7.9.1)</p> <p>How can I learn the meaning of words and phrases in the text?</p> <p>How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?</p> <p>How word meaning impact tone and mood of the text? (RI.7.4.) (SCCCR: RI.7.8.1)</p>
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<p><b>Vocabulary</b></p>	<p>collegial, conclude, conclusion, explicit, inference, relevant, character, character traits, dialogue, drama, events, inference, influence, interact, plot, problem/solution, resolution, setting, theme, alliteration, analogy, assonance, denotation, drama, figurative language, hyperbole, impact, meaning, onomatopoeia, personification, metaphor, phrase, poem, repetition, selection, transitions, thesis statement, address, concept, concise, conclude, conclusion, incorporate, meaning, revise, revision, purpose, support, convention, conventional, evident, planning, selection</p>	<p>explicit, inference, objective, support, figurative language, synonym, technical language, tone, connotation, denotation, convey, interpret, meaning, phrase, repetition, selection, specific, impact, simple sentence, specific, vague, ambiguous, antecedents, clause, complex sentence, compound sentence, compound- complex sentence, convention, conventional, dependent clause, function, independent clause, intensive pronoun, objective, part of speech, possessive, diverse</p>	<p>collegial, conclude, conclusion, explicit, inference, relevant, elaborate, events, illustrate, individual, influence, interact, interaction, clause, conclude, conflict, context, content, descriptive language, dialogue, engage, events, exposition, falling action, foreshadowing, impact, literary device, mood, narrative, narrator, pace, phrase, plot, point of view, problem, precise, reflect, relevant, resolution, rising action, text structure, variety, sensory language, sequence, setting</p>	<p>character, character traits, dialogue, drama, events, inference, influence, interact, plot, problem/solution, resolution, setting, theme, alliteration, analogy, assonance, denotation, drama, figurative language, hyperbole, impact, meaning, onomatopoeia, personification, metaphor, phrase, poem, repetition, selection, elaborate, events, illustrate, individual, influence, interact, interaction, synonym, technical language, tone, connotation, denotation, convey, interpret, meaning, phrase, repetition, selection, specific, impact</p>
<p><b>Resources</b></p>	<p>Information, graphic organizers, and guides explaining the numerous Reading Comprehension strategies to utilize with Middle School students: Adolescent Literacy: <a href="http://www.adlit.org/strategy_library/">http://www.adlit.org/strategy_library/</a>  Learning</p>	<p>Spatial understanding/ perspectives <a href="http://education.nationalgeographic.com/education/national-geography-standards/geographic-perspectives/?ar_a=1">http://education.nationalgeographic.com/education/national-geography-standards/geographic-perspectives/?ar_a=1</a>  *McGraw-Hill/Glencoe state specific resources: <a href="http://www.glencoe.com">http://www.glencoe.com</a></p>	<p>Natural Resource Defense Council: <a href="http://www.nrdc.org/">http://www.nrdc.org/</a>  Read Write Think: Trading Cards App <a href="http://www.readwritethink.org/parent-afterschool-resources/games-tools/trading-card-creator-a-30181.html">http://www.readwritethink.org/parent-afterschool-resources/games-tools/trading-card-creator-a-30181.html</a></p>	<p>Exploring Imagery through Beowulf: <a href="https://www.teachingchannel.org/videos/descriptive-details-sensory-language">https://www.teachingchannel.org/videos/descriptive-details-sensory-language</a>  Interpreting complex texts through Scaffolding: <a href="https://www.teachingchannel.org/videos/">https://www.teachingchannel.org/videos/</a></p>

	Point: <a href="http://www.learningpt.org/literacy/adolescent/strategies.php">http://www.learningpt.org/literacy/adolescent/strategies.php</a>	<a href="http://www.learningpt.org/literacy/adolescent/strategies.php">e.com/</a>		<a href="#">middle-school-ela-unit-persuasion</a>
<b>Culturally Relevant Resources</b>				

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

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

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

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

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

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

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

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

\*Critical elements/objective must demonstrate

Appendix F  
List of Teaching  
Positions

### **K – 5 Teacher**

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

Certifications: All state required teaching certifications

### **6 – 8 ELA Teacher**

Content Areas: English Language Arts and Reading

Certifications: All state required teaching certifications

### **6 – 8 Math Teacher**

Content Areas: General Math, Algebra

Certifications: All state required teaching certifications

### **6 – 8 Science Teacher**

Content Areas: General Science, Physical Science, Biology

Certifications: All state required teaching certifications

### **6 – 8 Social Studies Teacher**

Content Areas: Geography, World History, South Carolina History

Certifications: All state required teaching certifications

### **K – 5 and 6 – 8 Reading Teacher**

Content Areas: Reading and Intensive Reading

Certifications: All state required Reading Specialist and ELL teaching certifications

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

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

Certifications: All state required Special Education certifications

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

Content Areas: General Music and Chorus

Certifications: All state required teaching certifications

### **K – 5 / 6 – 8 Art Teachers**

Content Areas: Art

Certifications: All state required teaching certifications

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

Content Areas: Physical Education

Certifications: All state required teaching certifications

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

Content Areas: Foreign Language

Certifications: All state required teaching certifications

### **K – 5 / 6 – 8 Technology Teachers**

Content Areas: Technology and Multimedia

Certifications: All state required teaching certifications

### **Co-Teachers (All Grades)**

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

Certifications: All state required teaching certifications

**Curriculum Resource Teachers (All Grades)**

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

Certifications: All state required Reading Specialist and teaching certifications

Job Title: 5th Grade Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### 5<sup>th</sup> Grade Teacher

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Position Title: MATH TEACHER (MIDDLE SCHOOL)  
Reports to: Principal or Assistant Principal  
Job Code(s): 102X00  
Revision Date: 04/2011

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## **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develop lesson plans consistent with established guidelines. Establish effective rapport with students, staff members and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Instruction/Education Responsibilities**

- Present subject matter to students to maximize learning opportunity.
- Review student records in order to develop a foundation of understanding regarding each student's abilities and needs.
- Maintain accurate and complete student records.
- Strive to maximize the educational achievement of each student.
- Demonstrate a variety / range of student learning modalities in each lesson.
- Frequently utilize diagnostic assessment of student learning.
- Frequently assess student strengths and weaknesses, provide appropriate activities to address student needs and generates progress reports as required.
- Refer students with suspected learning problems to appropriate support personnel.
- Assign lessons, correct student work product and review oral presentations.
- Coordinate class field trips.
- Prepare students for state required achievement assessments.

### **Provide a Classroom Environment Conducive to Learning**

- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Ensure classroom is clean, safe and includes student generated work on display as appropriate.
- Implement all relevant policies governing student conduct.
- Develop reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### **Instructional Planning**

- Develop lesson plans consistent with established guidelines and goals.
- Plan individual and / group learning activities designed to meet instructional objective and students needs.

## Position Description

- Prepare for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participate with other staff members in curriculum planning during designated meetings.
- Incorporate into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Take all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### **School/Community Relations**

- Strive to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicate clearly, consistently and positively with parents via all appropriate mediums.
- Cooperate with members of the administration and other staff.
- Maintain confidentiality about students.
- Attend parent communication activities.
- Participate in extracurricular activities as required.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong time management & organizational skills and the ability to prioritize wisely.
- Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff.
- Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Strong student orientation.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

## Position Description

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### **JOB REQUIREMENTS**

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid teaching certification in Middle School Math.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective instructional delivery techniques and excellent communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's Policy.

### **DECLARATION**

Human Resources retain the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: Elementary/Middle School Music Teacher

Reports to: School Principal

Job Code:

Revision Date: March 25, 2015

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.
- Provide a Classroom Environment Conducive to Learning
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
  - Ensures classroom is clean, safe and includes student generated work on display as appropriate.
  - Implements all relevant policies governing student conduct.
  - Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.
  - Instructional Planning
  - Develops lesson plans consistent with established guidelines and goals.
  - Plans individual and / group learning activities designed to meet instructional objective and students needs.
  - Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
  - Participates with other staff members in curriculum planning during designated meetings.
  - Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
  - Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.
- 
- School/Community Relations
  - Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
  - Communicates clearly, consistently and positively with parents via all appropriate mediums.
  - Cooperates with members of the administration, other staff and with CSUSA.
  - Maintains confidentiality regarding student records.
  - Participates in parent communication activities.
  - Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

**DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

## **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

## **JOB REQUIREMENTS**

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

## **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

## **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy.
- Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

#### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA’s policy.

#### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: Elementary Art Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: Middle School Art Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: Elementary Physical Education Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
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- Equivalent combination of education and experience.
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- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Position Description

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### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: Middle School Physical Education Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: Elementary Foreign Language Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
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- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: Middle School Foreign Language Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: Elementary Technology Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Position Description

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### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: Middle School Technology Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

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### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

### JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

### PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

**Job Title:** Physical Education Aide

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**JOB PURPOSE**

The Physical Education Aide for assisting in the general supervision and management of the children, which allows the teachers more time to focus on the educational needs of students. The incumbent must be willing to fulfill responsibilities in accordance with the school's educational philosophy.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

Instructional Setting

- Assists in the implementation of the daily program under the direction of the teacher.
- Assists in planning and preparing the learning environment, setting up interest centers and preparing needed materials and supplies for students' daily activities.
- Works individually or in small groups with students to review classroom instruction, listens to reading groups, or assists answering questions.
- Supervises outside playground activities.
- Helps with general housekeeping tasks.
- Assists the teacher in any other appropriate ways.
- Performs clerical tasks.
- Treats all children with dignity and respect.
- Attends all staff meetings and recommended training programs and conferences, including in-service training as may be required by the district.
- Operates and cares for instructional equipment used in the classroom.
- Performs other duties as assigned by the Principal.
- Follows directions given by head teacher or immediate supervisor.

Student Management

- Assists with the supervision of students outside the classroom such as: field trips to assist with student supervision and safety, during play period, lunchroom activities, dismissal, etc.
- Supervise the classroom when the teacher is out of the room.

School/Community Relations

- Maintains confidentiality about children, their families, and other employees outside the school.
- Handles sensitive and confidential information, documents, communications, incidents, etc., with discretion and in a conscientious manner.
- Cooperates and share professionally with other members of the staff.
- Promotes high academic/achievement for all children;
- Promotes a greater focus on teaching and learning;
- Promotes flexibility to stimulate local initiatives coupled with responsibility for student performance;
- Promotes improved linkages among schools, parents and communities.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

**DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

## SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Has strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.
- Establishes excellent interpersonal skills between all stakeholders: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Is proficient with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement consistently best practices and positive character education.

## WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

## TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

## FLSA OVERTIME CATEGORY

Job is non-exempt under the overtime provisions of the Fair Labor Standards Act.

## EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

## DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

## JOB REQUIREMENTS

- High School degree, GED, or equivalent experience.
- Speak, read, and write English fluently.
- Successful results of criminal and employment background check.
- Experience in working with children, preferably children with disabilities.
- Be in the process of becoming professionally prepared to supervise young children.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Commitment to company values.
- Adherence to the requirements of the Code of Ethics for the Education Profession.

- Equivalent combinations of education and experience that provide the required knowledge, abilities and skills will be evaluated on an individual basis.

**Job Title:** Special Education/ ESE Teacher

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### **JOB PURPOSE**

Work in partnership with parents, students, and regular education teachers in accordance with the school's mission and vision in order to promote student achievement. The following responsibilities and duties are the means to achieve that end while maintaining compliance with Federal and State Regulations.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction

- Prepares for and conducts Parent and student conferencing according to school policy.
- Delivers student instruction in modalities instituted by school and assigned program (may include but are not limited to: Individual or Group Direct Synchronous Instruction, Learning Support, Life Skills Support, Itinerant Support, Resource Room Support, co-teaching, writing lesson plans, telephone conferencing and instruction, Parent Learning Opportunities).
- Collects data and appropriate work samples.
- Plans and conducts appointments with parents as needed.
- Assists regular education teachers with specially designed instruction when necessary.
- Participates at monthly outings encouraged.
- Provides support for ESE student achievement in the general class through training teachers and assisting with implementation of school inclusion plans.
- Arranges for and assists with training for inclusionary practices.
- Acts as informational liaison for inclusion as appropriate.
- Assists with planning for classroom and testing accommodations for students with disabilities.
- Models strategies for inclusionary practices as appropriate.
- Provides assistance with developing and adapting curriculum materials and educational practices to meet the needs of students and teachers.

#### Monitoring and Compliance

- Collaborates with regular education teachers to monitor student progress and compliance (including student compliancy issues, withdrawals, etc.).
- Proctors standardized tests.
- Completes student progress reports four times a year (quarterly).

#### Special Education Responsibilities

- Maintains IEPs, Quarterly Reports, Progress Monitoring for caseload.
- Develops and Implements IEPs with measurable goals using Progress Monitoring.
- Collects and Reports Progress Monitoring Data for all student goals.
- Conduct IEP meetings within timelines.
- Makes data-driven instructional decisions to improve student outcomes.
- Completes Quarterly Progress Reports.
- Maintains accurate and compliant special education data (class lists with contact info, related services info, IEP due dates, etc.).
- Completes reevaluations in accordance with Regulations and best practice.
- Completes all special education paperwork accurately, according to regulations, and on time.
- Develops and monitors appropriate transition plans for students of transition age.
- Maintains communication with Related Service Providers and Case Managers to ensure compliance with provision of services, evaluations, and quarterly progress reports.
- Administers diagnostic assessments as needed.

- Obtains and maintains compliant special education student files.
- Participates in State specific training.
- Attends Professional Development as designated on school calendar (travel may be required).

#### Communication

- Communicates with Regular Education Teachers and Administrators when necessary.
- Participates in weekly team meetings.
- Acknowledge e-mails and voice mails within 24 hours (excluding weekends, holidays, etc.).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

#### DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

#### SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

#### PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

#### TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

**FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

**EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA Policy.

**DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including termination.

**JOB REQUIREMENTS**

- Bachelor’s degree (BA) from an accredited college or university or equivalent.
- State Certified in Special Education as well as Highly Qualified (HQ) status in the subject areas and grades assigned.
- Certified in at least two areas of Exceptional Education, preferred.
- Successful results of criminal and employment background check.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Minimum of three (3) years successful teaching experience.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

Job Title: Special Education Aide

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### **JOB PURPOSE**

Assist the special education teacher by working with individual special education students to provide them with physical assistance, safety and emotional support as needed to gain optimum benefit from their placement in the school environment. The Aide must be willing to fulfill responsibilities in accordance with the school's educational philosophy.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instructional Setting

- Educates individual students (one-on-one or small group) who are on IEP's under the direction of the supervising special education teacher.
- Assists the special education teacher in the use and adaptation of a wide range of therapy techniques and equipment (when applicable).
- Participates in the implementation of the individualized rehabilitative plan for a specific student (when applicable).
- Attends all staff meetings and recommended training programs and conferences, including in-service training as may be required by the state/parish.
- Confers and plans with teachers related to IEP objectives and/or modifications, and providing documentation. Works with the teacher to develop classroom schedules.
- Prepares classroom materials related to IEP's or modifications/accommodations.
- Provides assistance to students in bathroom and other physical needs, as appropriate and necessary.
- Assists, where appropriate, in loading and unloading the special education pupil from transportation bus or van.
- Assists the pupil with various projects, crafts, and curriculum tasks.

#### Student Management

- Contributes to the management and modification of a student's behavior within and outside the classrooms as necessary.
- Participates in restraining disruptive or dangerous physical behavior as requested or assigned.
- Accompanies the teacher and student on class trips to assist with the supervision of behavior and safety issues.
- Provides safety and security, as needed, during the transportation of the student to and from school building.

#### School/Community Relations

- Handles sensitive and confidential information, documents, communications, incidents, etc., with discretion and in a conscientious manner.
- Cooperates and shares professionally with other members of the staff.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.

- Has the ability to work and interact with individual at all level of the organization.
- Has the ability to organize, prioritize and manage multiple priorities.
- Displays good communication, and uses common sense and a street-smart approach to student psychology.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral, Written, Interpersonal (active listening), Negotiating and Influencing.
- Possesses basic computer skills in the following: Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS).
- Possesses good knowledge of company and school policies and procedures.
- Has detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

### **JOB REQUIREMENTS**

- High School degree, GED, or equivalent experience.
- Experience in working with children, preferably children with disabilities.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

### **PHYSICAL DEMANDS**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- The noise level in the work environment is moderate.

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

### **FLSA OVERTIME CATEGORY**

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

**Job Title:** Intensive Reading Teacher

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### **JOB PURPOSE**

Responsible for providing assistance to supervisors and teachers with the implementation of a reading curriculum which matches the federal, state, and school mandates to increase the reading achievement of all the students in the school. Implements and manages appropriate interventions for students.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Demonstrates knowledge of the content area and approved curriculum.
- Utilizes a variety of teaching methods and resources for each area taught.
- Communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
- Comprehends the principles of student growth, development, and learning, and applies them appropriately.
- Utilizes student assessment techniques and procedures.
- Manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
- Recognizes student diversity and create an atmosphere conducive to the promotion of positive student involvement and self-concept.
- Demonstrates a willingness to examine and implement change, as appropriate.
- Works productively with colleagues, parents, and community members.
- Meets professionalism requirements and responsibilities.
- Supervises paraprofessionals assigned to math intervention.
- Complies with Code of Ethics of the Education Profession Standards of Professional Conduct.
- Collaborates with individual teachers through co-planning, co-teaching, and coaching.
- Works with and models intervention programs with small groups of students.
- Works with parent/guardians and community leaders to foster home/school/community partnerships focused on students' learning of reading.
- Participates in on-going annual professional development trainings to enhance job efficacy through increased reading content knowledge, understanding of pedagogy models, inter-personal skills development, and curricular materials knowledge.
- Designs and implements appropriate intervention strategies for struggling students.
- Designs and implements Reading Nights to involve families and community members.
- Completes other tasks as deemed appropriate by the immediate supervisor and/or the principal.
- Collects and reports student data.
- Administers and analyze reading diagnostic and progress monitoring assessments.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward working with struggling readers

- Demonstrates enthusiasm and commitment toward the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Is proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education.
- Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

## **JOB REQUIREMENTS**

- Bachelor's degree (Master's Preferred) and eligibility for Florida teaching certification.
- Demonstrated evidence of involvement in school activities involving leadership responsibilities.
- Certification in Reading & Reading Endorsed
- ESOL Endorsement
- Effective instructional delivery techniques and excellent communication skills.
- Minimum of three years of K-12 classroom teaching with demonstrable positive impact on achievement
- Demonstrate evidence of involvement in school activities involving leadership responsibilities such as conducting professional development activities, classroom demonstrations, and assisting teachers in the implementation of instructional processes and programs.
- Prior experience as a coach or master teacher modeling lessons in the subject matter
- At least 24 hours of college reading credit
- Knowledge of core academic subject assigned.
- Highly knowledgeable of curriculum, instruction and assessment
- Effective instructional delivery techniques and strong organizational, communication, and interpersonal skills
- Use technology to strengthen the teaching/learning process.
- Commitment to company values

## **WORK ENVIRONMENT**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

## **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must have the ability to sit and stand for extended periods of time.
- Exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone.
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone.
- Physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, climb stairs, and reach overhead.

#### TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

#### FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

#### EVALUATION

Performance will be evaluated in accordance with Charter Schools USA Policy.

#### DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

## **CO-TEACHER**

### **JOB PURPOSE**

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

#### Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

#### Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

#### School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

#### DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

#### SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

#### PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

#### TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy.
- Length of the work year and hours of employment shall be those established by Charter Schools USA.

- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

#### FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### EVALUATION

Performance will be evaluated in accordance with Charter Schools USA’s Policy.

#### DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including terminated.

#### JOB REQUIREMENTS

- Bachelor’s degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

Position Title: CURRICULUM RESOURCE TEACHER

Reports to: Principal or Assistant Principal

Job Code: 107X00

Revision Date: 04/2011

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### **JOB PURPOSE**

Responsible for providing curriculum training and support to teachers and assisting with curriculum implementation. Conducts ongoing staff development, performs periodic classroom visitations, collects and reports quarterly student data, and monitors programs.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Develops and conducts in-service training for all teachers regarding the curriculum, researched-based instructional strategies, and best practices.
- Performs periodic classroom visitations, assists teachers in the improvement of instructional performance, performs periodic binder reviews, and monitors improvement.
- Demonstrates lessons in classroom situations for observation by teachers.
- Trains new teachers in the use of Student Information System (SIS) and school-based resources and procedures.
- Facilitates grade level and/or subject area team meetings.
- Serves as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional techniques, and implementing reading strategies across the curriculum.
- Assists with the development of school literacy initiatives.
- Collects, analyzes, and reports school and student benchmark data.
- Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and instructional best practices.
- Attends monthly CSUSA Curriculum Cadres.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management and organizational skills and the ability to prioritize effectively.

## Position Description

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- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
  - Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
  - Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
  - Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
  - Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
  - Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
  - Strives to implement best practices and positive character education consistently.
  - Demonstrates and articulates a thorough understanding of *The Art & Science of Teaching* (Robert Marzano).

### **JOB REQUIREMENTS**

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Master's Degree preferred and applicable teaching certificate
- Minimum of three (3) years of K-12 classroom teaching with demonstrable positive impact on achievement.
- Demonstrated evidence of involvement in school activities involving leadership responsibilities.
- Reading Specialist Certification/Endorsement Preferred.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Commitment to company values.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

## Position Description

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The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must have the ability to sit and stand for extended periods of time.
- Exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone.
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone.
- Physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, climb stairs, and reach overhead.

### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA Policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

# Appendix I

## Charter Committee

**STEWART M. WEINBERG, Ph.D.  
103B HOWARD MARY DRIVE  
CHARLESTON, SOUTH CAROLINA 29412**

**Mobile**  
(843) 901-8018

**E-Mail**  
Stewartweinberg@me.com

**PRESENT Volunteer/Consultant Activities**

**President – Berkeley Charter Education Association**

**President – Mevers School of Excellence Board of Directors**

**Immediate Past President – Jewish Community Center of Greater Charleston Area**

**South Carolina Lead – Organizing for Action**

**Climate Lead for South Carolina- Organizing for Action**

**Climate Reality Leadership Corps**

**Mentor – College of Charleston Teacher Leadership Program**

**President – Sable on the Marsh Homeowners Association**

**ADMINISTRATIVE AND TEACHING EXPERIENCE**

2004 – 2012	<b>Superintendent of Schools</b> Dallastown Area School District Dallastown, PA 17313-9242
2000 – 2004	<b>Superintendent of Schools</b> Ladue School District Ladue, Missouri
1998 – 2000	<b>Superintendent of Schools</b> Fairbanks North Star Borough School District Fairbanks, Alaska
1991 – 1997	<b>Superintendent of Schools</b> Lawrence Public Schools, Lawrence, New York
1995 – 1997	<b>Adjunct Professor – Educational Administration</b> C.W. Post Campus Long Island University Brookville, New York

- 1991 – 1993                    **Adjunct Assistant Professor** of Educational  
Administration for Dissertation Committees  
New York University  
New York, New York
- 1986 - 1991                    **Assistant Superintendent**  
Rockville Centre Public Schools  
Rockville Centre, New York
- 1984 - 1986                    **Principal**  
South Side High School  
Rockville Centre, New York
- 1975 - 1984                    **Assistant Principal, Assistant to the Superintendent**  
West Orange Public Schools  
West Orange, New Jersey
- 1972 - 1975                    **Vice-Principal for Supervision and Curriculum**  
Rahway Junior High School  
Rahway, New Jersey
- 1967 - 1972                    **Teacher of General Science, Assistant Dean of  
Students, Administrative and Supervisory Intern**  
Junior High School #50  
Brooklyn, New York

### **RELATED EXPERIENCES**

- 1997- 1998                    **Educational Consultant**  
Instructional and Supervisory Skills for teachers and  
administrators, efficacy training, and evaluator for  
Middle States Association for Colleges and Schools.

### **EDUCATION**

- Doctor of Philosophy                    New York University, 1989  
New York, New York
- Master of Arts                    New York University, 1971  
New York, New York
- Bachelor of Arts                    Queens College, 1967  
Flushing, New York

## **AWARDS**

New York State Arts Superintendent of the Year, 1996  
York County Chamber of Commerce Education Advocate of the Year, 2007-08  
Pennsylvania Association of School Administrators- Technology Superintendent- 2007  
Manufacturers' Association- Educator of the Year – April, 2010  
Pennsylvania Association of School Administrators Award for  
Instructional Leadership – October, 2011

## **COMMUNITY SERVICES**

York Chamber of Commerce – Former member Board of Directors  
Jewish Community Center – Past President Board of Directors  
William F. Goodling Regional Advanced Skills Learning Center – Former Board of Directors  
York County Economic Development Corporation – Former member Board of Directors  
Susan P. Byrnes Health Education Center –Served on Advisory Board  
Manufacturers' Association of South Central Pennsylvania –Former Board of Directors  
National Manufacturers' Association – Served on the Educational Council  
Middle States Commission on Elementary Schools- Former member

# VITA OF DR. MINNIE NEWMAN

## Personal Data

1217 Redeemer Dr., Hanahan, SC 29410  
Phone: 843-729-2210 Work: 843-695-5335  
S.S.# [REDACTED]  
S.C. Certificate #: 162209 (Exp. June 2015)  
(Elementary- and Middle-School Science)

## Education

- Ed.D. (1999) Child and Youth Studies  
Nova Southeastern University, Fort Lauderdale, FL
- M.Ed. (1994) Elementary Education (Minor: Science)  
Charleston Southern University, Charleston, SC
- B.S. (1990) Elementary Education (Minor: Art)  
Charleston Southern University, Charleston, SC

CBE: Consensus Based Education  
APT: Assessment of Performance in Teaching  
Starlab Planetarium Trainer/Owner – Lunar Certified  
Cord Trainer for National Tech Prep Network in Science Education  
Global Career Development Facilitator Instructor (GCDFI)  
Ruby Payne “Framework for Understanding Poverty” Instructor  
World Is Flat Instructor  
Rigor and Relevance Instructor  
Montessori Middle school instructor

## Honors and Awards for Service or Scholarship

- 2009 Dorchester School District TWO Honor Teacher of the Year  
2009 Alston Middle school teacher of the year
- 2006 Director of the Year Award Career and Technology
- 2006 Two Barbara H. James Awards, given by the Office of Career and  
Technology Education, for Outstanding Contributions to Career and  
Technology Education and Tech Prep: (1) Consortium Director’s Award  
and (2) Career and Technology Education Writer’s Award
- 2005 Honorary Lifetime Member of Who’s Who Among America’s Teachers

- 2004 United Who's Who Among Empowering Executives and Professionals  
 2003 Distinguished Service Award  
 Charleston Southern University
- 2002 Nominee for Disney Teacher of the Year
- 2000 Who's Who Among American Teacher  
 Multiple Year Nominee
- 1999 Student Council Teacher of the Year  
 Hanahan High School
- 1999 Nominee for Teacher of the Year  
 Hanahan High School
- 1999 Nominee for Wil Lou Gray Award
- 1999 Finalist for J. C. Penney Golden Rule Award  
 for Volunteer Work
- 1996 Student Council Teacher of the Year  
 Hanahan High School
- 1996 Extra Miler Award  
 Berkeley County Board of Education
- 1995-96 Appreciation and Dedication Award for  
 Sponsoring of Varsity Cheerleaders
- 1995-96 Appreciation Award from the 1995-96 students  
 Of Hanahan High School
- 1994 Outstanding Leadership Award  
 Clemson Extension Agency
- 1994 Nominee for Teacher of the Year  
 Fishburne Elementary School
- 1993 Nominee for Teacher of the Year  
 Marrington Elementary School
- 1990 Outstanding Student in Art Award  
 Charleston Southern University

## Professional Associations

- Elected as Representative of Trident Region to the Board of Municipal Association of South Carolina (2007 to 2010 term)
- Chair, SC Tech Prep/School-To-Work Consortia Alliance (currently)
- Member of the National Tech Prep Planning Team
- Chair, SC Tech Prep/School-To-Work Consortia Alliance (2004 to 2005)
- Women Work!
- Career Guidance Committee
- Elected Official: Mayor, City of Hanahan – November 2002 to Present
- Elected Official: City Councilwoman – 1995 to 2002
- Curriculum Committee Chairman
- Regional Service Alliance One Chairman
- March of Dimes (Jail & Bail), Chairman
- Teacher Leadership Forum Team, Chairman
- Association for Supervision and Curriculum Development
- South Carolina Science Council
- National Council of Science Teachers
- National Council of Math Teachers
- South Carolina Board of Realtors
- Kids Who Care Environmental Program, Past Co-Chair
- Berkeley-Dorchester Math and Science Hub, Lead Teacher
- Middle School Math and Science Summer Camps, Coordinator

## Grants

1999-2006	Received 250,000.00 from SC department of Education for Tech Prep
1995	Received \$3,500 from S.C. Center for the Advancement of Teaching and School Leadership for teaching hands-on learning in the area of Astronomy

## Workshops and Presentations

I have designed and presented the following courses and/or workshops at the national, state, and local level:

- Getting Ready for Globalization: A Workshop Based on *The World Is Flat* by Thomas L. Friedman
- Pathways to Success: Making Career Clusters Work, Part I (course and workshop)
- Pilot Project: Implementing Career Clusters, Part II (course)
- How to Incorporate Rigor and Relevance into Career Development Facilitator Training (course and workshop)
- *A Framework for Understanding Poverty* (course and workshop)

- *Who Moved My Cheese?*
- Four Generations in the Workplace
- Character Education
- Technology in the 21<sup>st</sup> Century
- Planning Rigorous/Relevant Instruction
- How to Teach for Rigor and Relevance (special presentation in China)
- Master Teacher Training
- Electrical Currents – Berkeley District
- The Great Snail Circus – SC<sup>2</sup>, MESA
- Starlabs (trainer and owner)– Schools in NC & SC, MESA
- Cooperative Learning – District
- Sharing Thanksgiving – Local schools
- Inquiry Approach to Teaching – District
- Teaching For, With, and About the Theories Of Multiple Intelligences – District
- Leadership Skills In and Out of the Classroom – Greenville
- Animals in the Classroom – District
- Mentoring – Civic Club
- Fast II-Science – Charleston and Berkeley Schools
- The World in Motion
- Stargazing – Presentation
- Presented in Elementary Science Curricula to South Carolina Science – SC<sup>2</sup>
- Camp Coordinator for the National Science Summer Camp

## Work Experience

2015-present	Retired
2010-2015	Dorchester School District Two STEM Workforce Coordinator
2007-2010	Dorchester School District Two Alston Middle School <ul style="list-style-type: none"> <li>• Teacher of Astronomy, Physical Science, Earth Science</li> </ul>
2003-2007	Trident Education and Business Alliance Director / Curriculum Coordinator / Career Specialist  Adjunct Professor The Citadel, College of Charleston, Charleston Southern University, Southern Illinois University (Charleston AFB campus)
2000-2003	Trident Education and Business Alliance Curriculum Coordinator

- Served as an evaluator for Berkeley County School District
- Co-Chair for Kids Who Care
- Strategic Planning, Berkeley County School District, 1994-95
- School Improvement Council, Marrington Elementary, 1993
- Served on Teacher Education Committee for Charleston Southern University, 1989-90
- Served on the Committee for Development of the Charleston Airport

### **Current Area of Research or Expertise**

- The Impact of Poverty on Classroom Instruction
- Global Career Development Facilitator (GCDF) Training
- Instructional Strategies
- Alternative Assessment
- Multiple Intelligences
- Emotional Intelligence
- Inquiry Approach to Teaching/Learning
- Rigor and Relevance: Planning and Instruction
- Character Education
- Aligning State Standards, Essential Skills, and Testing

### **References**

Mr. Tim Ott  
 International Center for Leadership in Education, Inc.  
 1587 Route 146  
 Rexford, NY 12148  
 (518) 399-2776

Dr. James Barrier  
 Department Chair, Life Sciences  
 Ashby Hall  
 Charleston Southern University  
 PO Box 118087  
 Charleston, SC 29423  
 (843) 863-8091

Mr. Joseph Pye  
 Superintendent  
 Dorchester District Two Schools  
 102 Green Wave Blvd.  
 Summerville, SC 29483  
 (843) 873-2901  
 jpye@dorchester2.k12.sc.us



**SMYTH WHITLEY, LLC**  
ATTORNEYS AT LAW

Joshua S. Whitley  
126 Seven Farms Drive  
First Citizens Plaza, Suite 150  
Charleston, SC 29492  
Direct: 843-606-5633  
jwhitley@smythwhitley.com

## Joshua S. Whitley



### Educational Information

William & Mary, J.D., 2008  
Wofford College, B.A., 2005 *summa cum laude*

### Admissions

State of South Carolina, 2008  
U.S. Court of Appeals, Fourth Circuit, 2009  
U.S. District Court, South Carolina, 2010

### Member

Defense Research Institute (DRI)  
South Carolina Defense Trial Lawyers' Association

**Joshua S. Whitley** is a trial lawyer with wide and varied interests and experience – including long-term healthcare defense, medical malpractice defense, general liability defense, severe personal injury litigation, maritime law, environmental issues, and complex and multi-district litigation. He is an award-winning graduate of the College of William & Mary School of Law. He became a trial lawyer – first with Haynsworth Sinkler Boyd, P.A., and now with Smyth Whitley, LLC – following a judicial clerkship with the Honorable Dennis W. Shedd of the United States Court of Appeals for the Fourth Circuit.

In 2010, Josh was hired as second chair to a member of the Plaintiffs' Steering Committee in the largest environmental case in history– the Deepwater Horizon BP Gulf Oil Spill. Since then, he has spent considerable time working with some of the best lawyers in the nation to litigate one of the most complex and interesting cases in history – garnering experience in multidistrict litigation, mass torts, admiralty law and many other interesting facets of the law.

He is a proud alumnus of Wofford College, where he was Phi Beta Kappa and President of the Student Body. Currently, he serves on Wofford's athletic board of directors of the Terrier Club and on the Executive Council of the National Alumni Association. Josh has lectured at the University of South Carolina School of Law. He is a member of the Berkeley and Charleston County Bar Associations.

He lives on Daniel Island with his wife Cowles, daughter Sara Cannon, twins Evans and Paul, and Golden Retrievers Jenks and Lily. Both Cowles and Josh are active in the Charleston community, where Josh currently serves as County Councilman for District 2 in Berkeley County and is the Chairman of the Human Resources Committee. Josh previously served on the Board of Trustees of Charleston Stage at the Dock Street Theatre, and Cowles serves on Ashley Hall's Alumnae Board.

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# Sandra Hightower

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1102 Eagle Landing Blvd  
Hanahan, SC 29410  
Home: 843-532-0324  
Cell: 843-532-0324  
sch3959@gmail.com

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## Career Focus

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Client oriented Benefits Consultant. Dedicated to helping my clients understand the process and choices available to them. Goes above and beyond in client education in order to assure they understand the product they are purchasing. Dedicated to honesty and accountability.

Thrives on serving the community of all. Serves on the J.D. Kimber School k-8 Brewerville Liberia Board of Directors, St. Andrews Mt. Pleasant International Missions Committee, St. Andrews International Missions Fund Raiser Chair (Fishin for a Mission), Board of Directors for Eagle Landing HOA, New Construction Committee for Eagle Landing HOA.

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## Summary of Skills

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- Customer Service
  - Sales
  - Education of Clients and self
  - Strategic planning
  - Business Sustainability
  - Process Development
  - Project management
  - Marketing materials development
  - Social media marketing
  - Product management
  - Internet marketing
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## Accomplishments

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### *Data Verification*

- Checked figures, postings and documents for correct entry, mathematical accuracy and proper coding.

### Marketing Requirements

- Worked with customers to define and develop business cases for new products
  - *Email Marketing*
  - Directed team to develop database
  - *Product Roll-Out*
  - Responsible for marketing for product launch including public relations, direct mail pieces, trade shows, sales training and e-mail campaign.
- 

## Professional Experience

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August 2008 to  
January 2016

### **Alpine Agency llc**

Camden, SC

### **Benefits Consultant**

Handles benefits for Clients and enrolls new clients. Computed, recorded, and proofread data, records and reports.

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## Education

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1977

### **Walter M Williams**

Burlington, NC, USA

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High School Diploma

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**Professional Affiliations**

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National Association of Health Underwriters

J D Kimber School K-8 Brewerville Liberia Board of Directors  
Eagle Landing HOA Board of Directors

Eagle Landing HOA New Construction Committee

St. Andrew Mt Pleasant SC Fishin for a Mission Chair

St Andrews Mt Pleasant International Missions

# Michael A. Cochran, Ed.D.

1011 Island Crossing Drive, Hanahan SC 29410 ❖ (954) 553-2225 ❖ pineymike@yahoo.com

## Professional Profile:

Executive level professional that is technically adept with over twenty five years of experience in progressively responsible positions of law enforcement leadership, operations and administration. Strong advocate of community relations and building partnerships. Experienced in media relations, budgeting, problem analysis and solving, research and analysis and implementing efficiency measures to improve service quality in a diverse community.

## Education:/ Relevant Training

2012	<b>Barry University</b> , <i>Adrian Dominican School of Education</i> , Miami Shores, Florida	<i>Doctor of Education</i>
2011	<b>FBI National Academy</b> , <i>246<sup>th</sup> Session</i> , Quantico, Virginia	
2011	<b>University of Virginia</b> , School of Continuing and Professional Studies	<i>Graduate Certificate in Criminal Justice Education</i>
2010	<b>Florida Department of Law Enforcement</b> ,	<i>Chief Executive Seminar, 43<sup>rd</sup> Session</i>
2008	<b>Police Executive Research Forum</b> ,	<i>Senior Management Institute for Police, 40<sup>th</sup> Session</i>
2002	<b>Florida Gulf Coast University</b> , <i>College of Professional Studies</i> Fort Myers, Florida	<i>M.P.A.</i>
2001	<b>University of Louisville</b> , Southern Police Institute, <i>Administrative Officer's Course</i> , <i>105<sup>th</sup> Session</i>	
1990	<b>Western Carolina University</b> , <i>School of Business</i> Cullowhee, North Carolina	<i>Bachelor's Degree</i>

## Relevant Experience:

### **BERKELEY COUNTY SHERIFF'S OFFICE** (171 Sworn, 278 Total, Population ~200,000) **Chief Deputy**

Responsible for all aspects of the day-to-day operations of the Sheriff's Office to include: organizational development, strategic planning, managing resources, project oversight for all aspects of the Sheriff's Office.

### **HANAHAN POLICE DEPARTMENT** (34 sworn, Population 20,000) **Chief of Police**

2011- 2015

Responsible for all aspects of municipal police operations. Systematically changed the organizational focus from traffic to having a strong emphasis on community relations and building relationships. Integrated the officers into the community by implementing zone integrity and zone accountability, quality of life enforcement, fundamentally changed how and what is done so that the concerns of the community are addressed before they are problems. Focused on recapturing the mature areas of the community in order to preserve the cherished quality of life in Hanahan for generations to come.

### **LAUDERHILL POLICE DEPARTMENT** (120 Sworn, Population 70,000)

1994 to 2011

#### **Assistant Chief of Police,**

2008 to 2011

At various times, coordinated all activities and administrative functions for the Support Services/Administration Bureau to include the Criminal Investigations Division; Vice, Intelligence & Narcotics Traffic, Community Policing, Crime Analysis, Training & School Resource Units; Property & Evidence, budgeting, grants, payroll, fleet management and Law Enforcement Accreditation. • Researched, developed and led implementation of various efficiency related projects to improve service delivery and build on community partnerships. Implemented a Computer Aided Dispatch/Mobile Data Computer system, Crime Analysis software procurement and integration, electronic policy and procedure documentation initiative,

statewide crime analysis data integration project, electronic citation and traffic crash reporting system integration and deployment, deployment of agency-wide personnel management software among others projects. • Led agency initiative on developing multiple Safe Neighborhood Improvement Programs to allow neighborhoods to enhance their communities. Attend community events and community meetings to represent the agency and to assess community concerns.

- *Team Leader* for Commission for Florida Law Enforcement Accreditation (CFA), having conducted over 30 on-site and mock assessments around the State of Florida.
- Coordinated the development of and management of all facets of the Police Department Budget.

**Lieutenant, Captain of Police,** 2005 to 2008

Coordinated and led a squad of officers, city-wide, in an operational capacity. • Led officers to become more detail oriented and problem focused in their activities. • Responsible for all administrative functions on the shift as well as conducting administrative investigations for those under command. • As Captain, was responsible for all Support Service functions of the agency during which time an emphasis was made to focus on efficiency of service delivery, developed innovative community outreach programs that have since been replicated throughout the city.

**Sergeant, Accreditation Manager** 2001 to 2005

Actively managed all accreditation efforts to include coordinating and gathering all proofs of compliance, assuring that the Department meets or exceeds all standards for accreditation. • Developed from inception a complete and interactive policy, mapping, legal, and resource CD for Department-wide dissemination. • Served as a Team Leader for the Commission for Florida Law Enforcement Accreditation, conducted numerous on-sites throughout Florida in order to assure compliance with standards. • Conducted internal procedural audits in order to assure compliance with policy and standards. • Identified and solved problems in a proactive manner using strategic management practices

**Sergeant, Operations** 1997 to 2001

Responsible for 13 patrol officers and K9 on a night shift squad. Provided guidance and leadership to the members of the squad, recommended training and development opportunities for squad. Attended community meetings, worked with landlords and civic members in order to address community concerns. Proofread and approved all shift paperwork as necessary.

**Lauderhill Police Pension Board – Member & Chairman** 1998 to 2009

Assisted in the re-development of the board's investment policy. • Implemented a pre-acceptance physical program for the Plan to protect Plan assets • Established operational procedure guidelines for plan • Led movement to change plan from Chapter 185 to a local law plan, provided for several ordinance changes that benefited the plan's members • Implemented numerous changes to the plan's operations to assure long term financial security of the plan. • Provided leadership and vision to the Plan as it grew from less than \$250,000 up to \$18 million • Developed new board members to acclimate them to the plan's operations and ultimately was able to train and develop a worthy successor.

**Activities:**

**Florida Police Accreditation Coalition – 2<sup>nd</sup> Vice President** 2005 to 2009

Coordinated all technical aspects of the nation's largest law enforcement accreditation coalition, led migration to an automated information dissemination process thereby leading to increased efficiency throughout the state.

**Charleston Area Regional Transportation Authority – Proxy Member** 2012-2015

Served on the Board of Directors representing the City of Hanahan. Helped guide changes to the service delivery so that it would be more efficient and reliable to the citizens of the service area.

**Adjunct Faculty –**

As time permits, has instructed undergraduate and graduate courses in the criminal justice field at Trident Technical College, the College of Charleston and Charleston Southern University.

**Competencies:**

Possesses a high degree of technical and analytical competencies, ability to budget as well as lead in a diverse organization.

**Memberships:**

FBI National Academy Associates (FBINAA) , Police Executive Research Forum (PERF), International Association of Chiefs of Police (IACP), South Carolina Police Chiefs Association, South Carolina Chapter FBINAA, Restoration Community Church of Hanahan , among others.



Mike Cochran

# Samuel Rivers, Jr.

South Carolina State Representative, Pastor, and Motivational Speaker

(843) 513-7696

POB 760, Goose Creek, SC 29445

samuelriversjr@aol.com

DOB 2/23/1970

<b>Professional Profile</b>	<p><i>For more than 10 years, my work has people at its core. Here are a few of the skills I have learned and exhibit:</i></p> <table border="1"><tr><td data-bbox="451 468 846 615"><ul style="list-style-type: none"><li>▪ Leadership</li><li>▪ Public Relations</li><li>▪ Organization</li><li>▪ Events</li></ul></td><td data-bbox="846 468 1446 615"><ul style="list-style-type: none"><li>▪ National speaker</li><li>▪ Networking</li><li>▪ Effective communicator</li><li>▪ Kind</li></ul></td></tr></table>	<ul style="list-style-type: none"><li>▪ Leadership</li><li>▪ Public Relations</li><li>▪ Organization</li><li>▪ Events</li></ul>	<ul style="list-style-type: none"><li>▪ National speaker</li><li>▪ Networking</li><li>▪ Effective communicator</li><li>▪ Kind</li></ul>
<ul style="list-style-type: none"><li>▪ Leadership</li><li>▪ Public Relations</li><li>▪ Organization</li><li>▪ Events</li></ul>	<ul style="list-style-type: none"><li>▪ National speaker</li><li>▪ Networking</li><li>▪ Effective communicator</li><li>▪ Kind</li></ul>		
<b>Professional Accomplishments</b>	<p><i>The following positions I either currently occupy or have within the last 4 years. My abilities uniquely position me to easily work with other leaders.</i></p> <p>Leadership</p> <ul style="list-style-type: none"><li>▪ Founder/CEO of The Voice of the Lord International Ministries</li><li>▪ Founder/CEO of Samuel Rivers International Services, LLC</li><li>▪ Founder of Emerging Leaders Christian Leadership Academy</li><li>▪ Assistant to the Mideast Regional Director of Christian Int’l Network of Churches</li></ul> <p>Public Relations and Organization</p> <ul style="list-style-type: none"><li>▪ Vice-Chairman, Berkeley County Republican Party</li><li>▪ Board Member for Medal of Honor Bowl Game</li><li>▪ Berkeley County Republican Party Events Coordinator</li><li>▪ Board Member of South Carolina Foundation for Public Charter School</li><li>▪ Senator Tim Scott Appointee to Social Security Advisory Committee</li><li>▪ Victory Chairman for Berkeley County Republican Party</li></ul> <p>Networking and Community</p> <ul style="list-style-type: none"><li>▪ House of Representatives Ad Hoc Ethics Committee</li><li>▪ House of Representatives Education and Public Works Committee</li><li>▪ House of Representatives K-12 Education Committee</li><li>▪ House of Representatives Public Safety Committee</li><li>▪ House of Representatives Legislative Oversight Committee</li><li>▪ Member of Christian International Ministries Network</li></ul>		
<b>Work History</b>	<p><b>2012-Present</b> House Representative District 15, State of South Carolina, Columbia, SC</p> <p><b>2002-Present</b> Founder and CEO/Sr. Pastor, The Voice of the Lord International Ministries, Samuel Rivers International Ministries, Emerging Leaders Christian Leadership Academy, North Charleston, SC</p>		

## Bio Info

Brad Davis worked for 20 years in the Washington DC area, working his way up from a technician's apprentice the Director of Operations for 15 dealerships and supervised all operational activities and purchasing.

Brad joined the Hendrick Automotive Group in 1993 as the Executive General Manager of Rick Hendrick Imports on Savannah Hwy. Brad was the managing partner in the BMW, MINI and Volvo dealerships. The dealerships won top national dealership awards, three times for the Volvo President's Club, in 2011 the top MINI award, The National Motoring Cup, three times for the Hendrick Automotive Group Champion's Award and BMW Center of Excellence four times in 5 years. In April of 2015 Brad retired from full-time dealership operation and was asked to stay as part of the team and became the Community Relations Specialist for all of the Charleston/North Charleston Hendrick Dealerships.

Outside of "work", Brad is a past member of the Charleston Metro Chamber of Commerce Board of Directors and a Past Chair of The Education Foundation. He has served as the Staff Parish Relations Chair at his Church. Brad has served on the Trident United Way Campaign Committee and currently serves on their Community Impact Committee. Brad is member of the Sports Car Club of America and has driven and managed the MINI of Charleston Racing efforts, nationally racing a factory MINI Cooper since 2002. Brad's son Rob won the 2013 Pirelli World Challenge TCB class championship, with Brad managing the team.

Brad and Debbie, his wife of 42 years, have two grown children, both Summerville High and Clemson graduates. Brad is a proud grandfather of three.

# Appendix J Bylaws

**BYLAWS  
OF  
BERKELEY CHARTER EDUCATION ASSOCIATION, INC.**

**ARTICLE 1 - NAME**

The name of the corporation shall be Berkeley Charter Education Association, Inc. (the “**Corporation**”).

**ARTICLE 2 - PURPOSES**

The purposes for which the Corporation is organized are:

(A) To operate a public charter school in the State of South Carolina pursuant to S.C. Code Ann. § 59-40-10 *et seq.*;

(B) To provide a K-8 education that places each student on the path to academic proficiency and college readiness; and

(C) To operate exclusively for religious, charitable, scientific, literary, or educational purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future U.S. Internal Revenue laws (the “Code”), provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(e)(3) of the Code.

**ARTICLE 3 - OFFICES**

1. Principal Office. The principal office of the Corporation shall be located at 17 E. Battery Street, Charleston, SC 29401.

2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation; provided, however, the Corporation’s registered office shall be located in the State of South Carolina, and shall be the business office of the registered agent.

3. Other Offices. The Corporation may have offices at such other places within the State of South Carolina as the Corporation’s Board of Directors (the “**Board**”) may determine from time to time.

**ARTICLE 4 - BOARD OF DIRECTORS**

1. General Powers. The business, property, and affairs of the Corporation shall be managed under the direction of the Board in accordance with the provisions of the Corporation’s Articles of Incorporation (the “**Articles**”), these Bylaws (the “**Bylaws**”), and applicable law.

2. Number and Election. The number of Directors on the Board (the “**Directors**”) shall not be less than seven (7) or more than nine (9). At any annual meeting, the Directors may fix the number of Directors to be elected at the meeting by resolution. In the absence of such a

resolution, the number of Directors elected at the meeting, plus the number of Directors continuing in office, shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is changed by action of the Board. Except as otherwise required by S.C. Code Ann. § 59-40-50(9) (see “4. Qualifications.” below), Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors then in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board.

3. Terms. The initial Directors shall be divided into two (2) classes, as nearly equal in number as possible, to serve in the first instance for terms of one (1) and two (2) years, respectively, and until their successors shall be elected and shall qualify. Thereafter, the successors in each class of Directors shall be elected to serve for terms of two (2) years and until their successors shall be elected and shall qualify. In the event of any increase or decrease in the number of Directors, the additional or eliminated directorships shall be classified such that all classes of Directors remain or become equal in number, or as nearly equal in number as possible. In the event of the death, resignation, retirement, removal, or disqualification of a Director during the elected term of office, the Director’s successor shall be elected to serve only until the expiration of the term of the predecessor. Directors may be reelected with a limit of three (3) terms (excluding the initial term of the initial Directors).

4. Qualifications. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board. A Director shall also be at least 21 years of age, be a resident of the State of South Carolina, and hold at least a high school diploma or its equivalent.

In accordance with S.C. Code Ann. § 59-40-50(9): Fifty percent (50%) of the members of the Board must be individuals who have a background in K-12 education or in business, and at least fifty percent (50%) of the members of the Board must be elected by the employees and the parents or guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the charter school. All members of the Board must be residents of the State of South Carolina. A person who has been convicted of a felony must not be elected to the Board. If the Board consists of an odd number of members, the extra member must be an individual who has a background in K-12 education or in business.

5. Excluded Persons. The following persons shall not be eligible to serve on the Board: (i) employees of the charter school operated by the Board; or (ii) any director, officer, or employee of a service provider or management company who contracts with the Corporation.

6. Removal. A Director may be removed by the Board with or without cause by a resolution duly adopted by a majority of the Directors then in office.

7. Resignation. A Director may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the next highest-ranking officer of the Corporation (an “**Officer**”), The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

8. Vacancies. A vacancy on the Board shall be filled as provided in Section 2 of this Article.

9. Compensation. All Directors shall serve as volunteers without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

10. Compliance With FOIA. The Corporation and the Board will comply with the Freedom of Information Act.

## **ARTICLE 5 - MEETINGS OF DIRECTORS**

1. Annual Meeting. The annual meeting of the Board shall be held in the month of March of each year for the purpose of electing Directors and Officers and transacting such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of any two Directors and such meeting shall be designated and treated for all purposes as the annual meeting.

2. Regular Meeting. The Board shall set a schedule of the time and place for the holding of regular meetings, which shall occur at least once each month.

3. Special Meeting. Special meetings of the Board may be called by or at the request of any two Directors.

4. Open Meetings; Notice to Sponsor. Pursuant to S.C. Code Ann. § 30-4-80(A), Board meetings must be publicly noticed and an agenda posted “on a bulletin board” in the building where the meeting will take place and online (if the charter school maintains a website) at least 24 hours prior to the meeting. Pursuant to S.C. Code Ann. § 59-40-50(B)(10), the Board shall notify its sponsor of any regular meeting of the Board at least forty-eight (48) hours prior to the date on which it is to occur.

5. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place as shall be designated in the notice of the meeting or agreed upon at or before the meeting by a majority of the Directors then in office. However, unless conducted electronically, all meetings of the Board shall take place within the State of South Carolina and within close proximity to the charter school operated by the Board, such that parents, students, and interested parties may attend.

6. Manner of Acting. The act of the majority of the Directors then in office at a properly noticed and conducted meeting shall be the act of the Board, except as otherwise provided by law.

7. Meeting by Conference Telephone. Any one or more Directors may participate in a meeting of the Board by conference telephone or other electronic means which allows all

Directors to simultaneously hear one another during the meeting, and such participation shall be deemed presence in person at such meeting.

## **ARTICLE 6 - COMMITTEES**

1. Committee Authority. The Board may designate one or more committees by resolution. Each committee shall consist of no more than two (2) Directors and other persons elected by the Board. Each committee shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or Officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect Officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws, or applicable law.

2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article 5 applicable to meetings of the Board shall apply to meetings of committees.

## **ARTICLE 7 - OFFICERS OF THE CORPORATION**

1. Number and Titles. The Officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer. Except as otherwise provided in these Bylaws, the Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board. Any two or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two or more Officers is required.

2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

3. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

4. Resignation. An Officer may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the Officer holding the next highest office. The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

5. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

6. President. The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or

permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time,

7. Vice President. The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by a Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The Vice President shall have such powers and perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

8. Secretary. The Secretary shall be a member of the Board and shall be responsible for keeping the minutes of the Board meetings and seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records, The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

9. Treasurer. The Treasurer shall be a member of the Board and shall (i) have charge and custody of and be responsible for all funds and securities of the Corporation; (ii) keep accurate books and records of receipts and disbursements; (iii) deposit all moneys and securities received by the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board; and (iv) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

10. Compensation. All Officers shall serve as volunteers without compensation. By resolution of the Board, Officers may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

## **ARTICLE 8 - CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS**

1. Contracts. The Board may authorize any one or more Officers to enter into any contract or other instrument on behalf of the Corporation. Such authority may be general or confined to specific instances. When the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing Officers, the President or Vice President, and the Secretary or Treasurer may execute the same.

2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

3. Checks, Drafts, and Orders for Payment. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the

Corporation shall be signed by such Officer or Officers as shall from time to time be determined by resolution of the Board.

4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

5. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a “**Conflict of Interest**”). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (i) has a material financial interest; or (ii) is presently serving as a director, trustee, officer, or general partner of another party. The Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors then in office who have no Conflict of Interest, which must be more than one Director.

6. Contracts between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant sections of the Code or applicable provisions of state ethical requirements for local government officials.

## **ARTICLE 9 - INDEMNIFICATION**

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Title 33 of the Code of Laws of South Carolina 1976 each person who is or was a Director, Officer, or member of a committee of the Board and each person who serves or has served at the request of the Board as a trustee, Director, Officer, partner, or employee of another corporation, partnership, joint venture, trust, or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his or her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person described in this Article if such indemnification would jeopardize the Corporation’s tax-exempt status under Section 501(c)(3) of the Code. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

## **ARTICLE 10 - FISCAL YEAR**

The fiscal year of the Corporation shall begin on the first day of July in each year and end on the following June 30; provided that the first fiscal year shall begin on the date of incorporation.

## **ARTICLE 11 - DISPOSITION OF ASSETS**

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation shall be distributed in accordance with S.C. Code Ann. § 59-40-120 (or the corresponding provision of any future South Carolina charter school law), to wit: Any assets obtained through restricted agreements with a donor through awards, grants, or gifts must be returned to that entity and all other assets become property of the sponsor. To the extent the Corporation possesses assets other than those subject to distribution pursuant to S.C. Code Ann. § 59-40-120, upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

## **ARTICLE 12 - NON-DISCRIMINATION**

The public charter school operated by the Corporation shall permit students of any race, religion, color, ethnicity, socio-economic status, and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

## **ARTICLE 13 - AMENDMENTS**

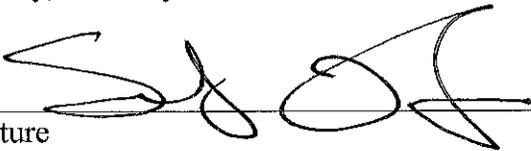
These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors then in office at any regular or special meeting of the Board, provided that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment.

**SECRETARY'S CERTIFICATE**

This document is to certify that the foregoing Bylaws of Berkeley Charter Education Association, Inc. were duly adopted by resolution of the Board, effective as of the 21<sup>st</sup> day of January 2016.

**IN WITNESS WHEREOF**, the undersigned, being the duly elected and acting Secretary of the Corporation, has signed this Secretary's Certificate this the 26<sup>th</sup> day of January 2016.

Sandy Hightower  
Secretary, Berkeley Charter Education Association, Inc.

  
Signature

Appendix K  
Articles of  
Incorporation

JAN 21 2016

STATE OF SOUTH CAROLINA  
SECRETARY OF STATE

ARTICLES OF INCORPORATION  
Nonprofit Corporation

*Mark Hammond*

SECRETARY OF STATE OF SOUTH CAROLINA

Pursuant to S.C. Code of Laws §33-31-202, the undersigned corporation submits the following information:

1. The name of the nonprofit corporation is **Berkeley Charter Education Association, Inc.**
2. This nonprofit corporation is a public benefit corporation.
3. The street address of the nonprofit corporation's initial registered office with zip code and the name of its initial registered agent at that office is:

CT Corporation  
75 Beattie Place  
Greenville, SC 29601

4. The name, address, and zip code of the incorporator is as follows:

Shawn M. Flanagan  
5 Exchange Street  
Charleston, SC 29401

5. This nonprofit corporation will not have members.
6. Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.
7. The address, including zip code, of the principal office of the nonprofit corporation is:

17 E. Battery Street  
Charleston, SC 29401

160121-0156 FILED: 01/21/2016  
BERKELEY CHARTER EDUCATION ASSOCIATION, INC.  
Filing Fee: \$25.00 ORIG



Mark Hammond

South Carolina Secretary of State

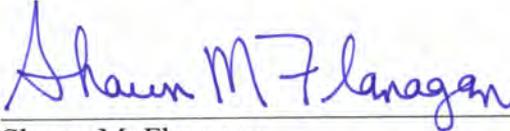
8. This nonprofit corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the preceding paragraph hereof.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

9. These Articles of Incorporation are to be effective upon filing by the Secretary of State.
10. Signature of incorporator:

  
Shawn M. Flanagan

# *The State of South Carolina*



*Office of Secretary of State Mark Hammond*

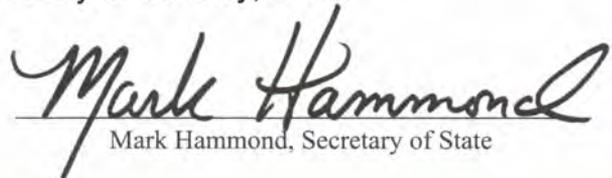
## **Certificate of Incorporation, Nonprofit Corporation**

**I, Mark Hammond, Secretary of State of South Carolina, Hereby Certify that:**

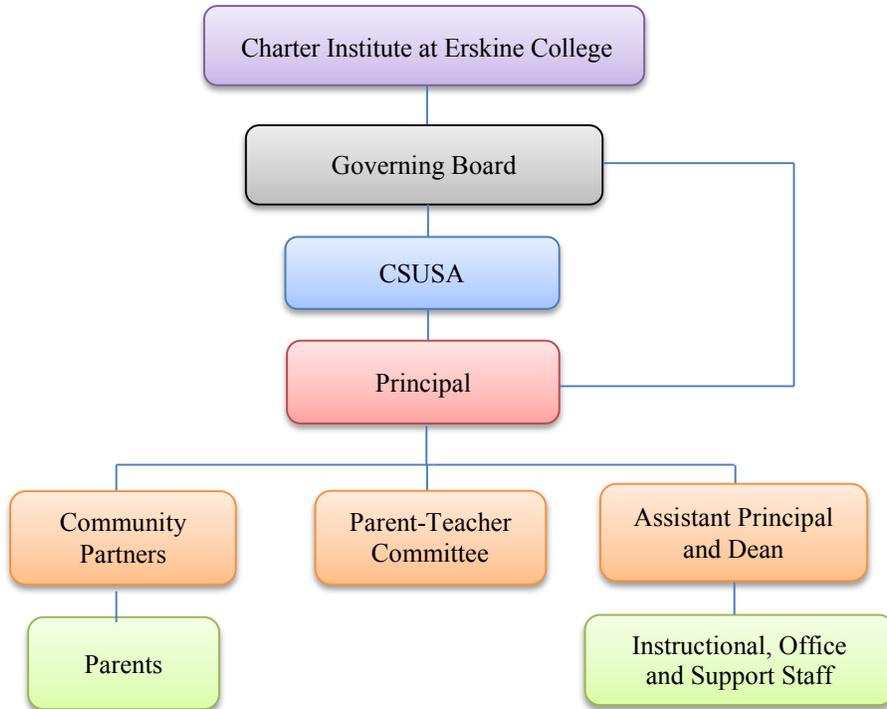
BERKELEY CHARTER EDUCATION ASSOCIATION, INC., a nonprofit corporation duly organized under the laws of the State of South Carolina on January 21st, 2016, and having a perpetual duration unless otherwise indicated below, has as of the date hereof filed a Declaration and Petition for Incorporation of a nonprofit corporation for religious, educational, social, fraternal, charitable, or other eleemosynary purpose.

Now, therefore, I, Mark Hammond, Secretary of State, by virtue of the authority in me vested by the S.C. Code Ann. §33-31-101 et seq., do hereby declare the organization to be a body politic and corporate, with all the rights, powers, privileges and immunities, and subject to all the limitations and liabilities, conferred by Chapter 31, Title 33, of the S.C. Code of Laws and Acts amendatory thereto.

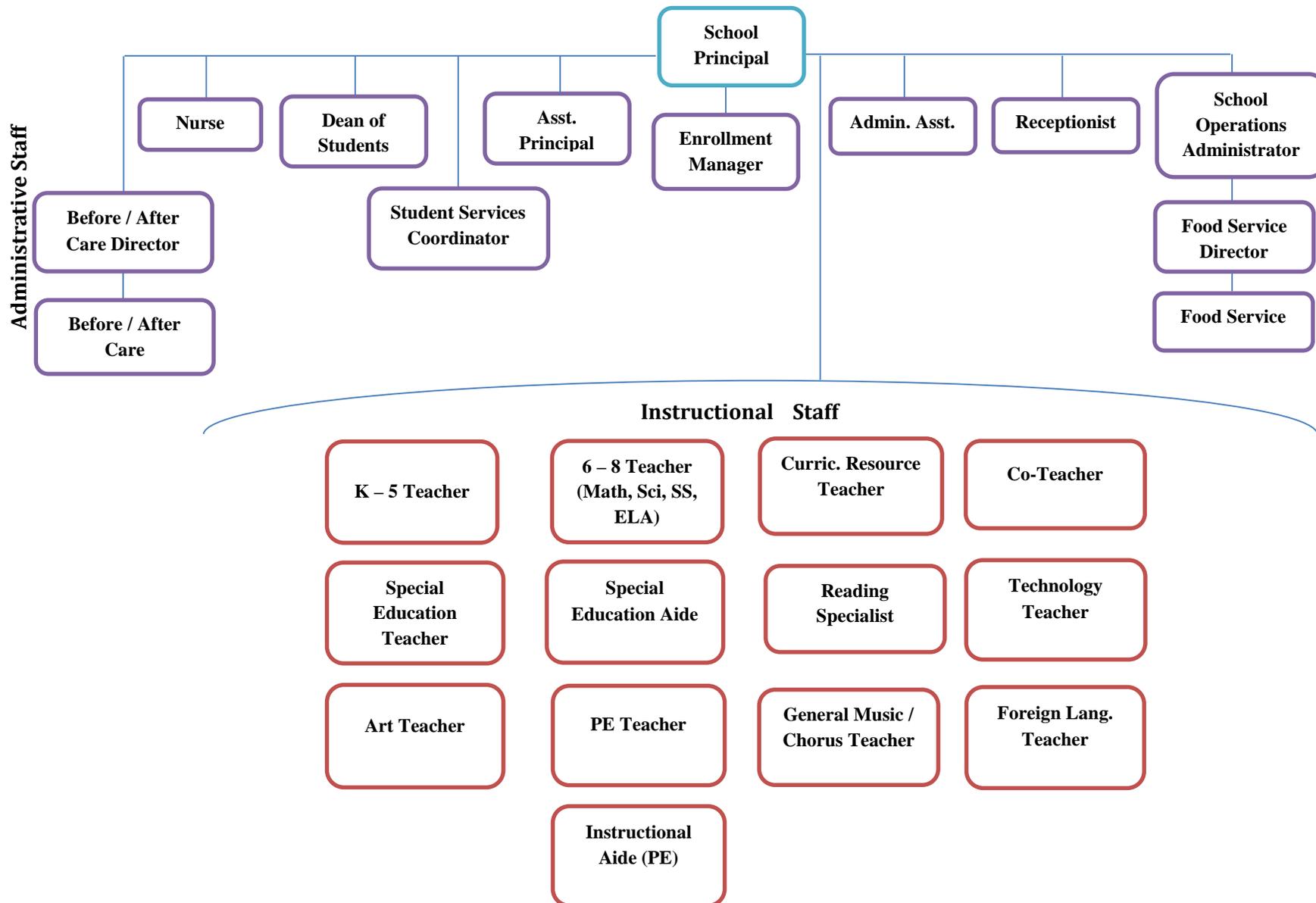
Given under my Hand and the Great Seal of the State of South Carolina this 21st day of January, 2016.

  
Mark Hammond, Secretary of State

# Appendix L Organizational Charts



**Meetings of the Governing Board are open to the public and held in accordance with South Carolina Open Meetings Law. Although the School will be managed by CSUSA, parents, community partners, and members of the public are encouraged to attend such meetings and share any comments, questions, or concerns regarding the School with the Governing Board during that time.**



Appendix M  
Proposed EMO  
Contract

## MANAGEMENT AGREEMENT

**THIS MANAGEMENT AGREEMENT** is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, 2017, by and between Charter Schools USA at Berkeley, LLC (“CSUSA”), and Berkeley Charter Education Association, Inc. doing business as Cane Bay Preparatory Academy, a South Carolina non-profit corporation (the “Charter School”).

### RECITALS

**WHEREAS**, the Charter School has an approved charter application (the “Charter Application”) for the operation of Cane Bay Preparatory Academy, located at \_\_\_\_\_ to the South Carolina Public Charter School District (the “Sponsor”) to operate a public charter school; and

**WHEREAS**, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

**WHEREAS**, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

**WHEREAS**, the Charter School wishes to hire CSUSA, and CSUSA wishes to be hired by Charter School to manage and operate the Charter School upon the terms and conditions set forth herein; and

**NOW, THEREFORE**, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

### ARTICLE I CONTRACTING RELATIONSHIP

**A. Authority.** The Charter School represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Charter School further represents that it has a Charter Application which has been approved by the Sponsor to organize and operate a public charter school. The Charter School either has already or will enter into a charter contract with the Sponsor (the “Charter Contract”). The Charter School is therefore authorized by the Charter Application, Charter Contract and the Sponsor to supervise and control such charter school, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

**B. Agreement.** The Charter School hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day

schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School's Board of Directors (the "Board") and included in the Charter Contract between the Charter School and the Sponsor. CSUSA's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being CSUSA's responsibility shall remain the Board's sole responsibility.

**C. Designation of Agents.** The Board designates the employees of CSUSA as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes CSUSA to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

**D. Status of the Parties.** CSUSA at Berkeley is a South Carolina limited liability company, and is not a division or a part of the Charter School. The Charter School is a South Carolina non-profit corporation or a Limited Liability Corporation with 501(c) (3) IRS designation (pending) authorized by the Charter Contract, and is not a division or part of CSUSA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in this Agreement, no agent or employee of CSUSA shall be deemed to be the agent or employee of the Charter School. CSUSA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CSUSA and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between CSUSA and the Charter School.

## **ARTICLE II TERM**

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. After the initial term, then the term of the Agreement shall be extended (i) to the extent CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

### **ARTICLE III FUNCTIONS OF CSUSA**

**A. Responsibility.** CSUSA shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. CSUSA's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither CSUSA nor the Charter School shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget. There is nothing in the Agreement which shall delegate the ultimate authority of the Charter School.

**B. Educational Program.** CSUSA agrees to implement the Educational Program. In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the Educational Program are their flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and CSUSA are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, CSUSA will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

**C. Specific Functions.** CSUSA shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School;
2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the school;
4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications,

enrollment and similar forms), and management procedures, as the same are from time to time developed by CSUSA and as approved or requested by the Charter School;

5. Management of the business administration of the Charter School;
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for non-competitive grants (competitive grants may include fees for application preparation and ongoing management for reporting and compliance), spending and administering any associated grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and,
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

**D. Purchases.** Purchases made by CSUSA on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. CSUSA shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Charter School. CSUSA's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

**E. Subcontracts.** CSUSA shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board. CSUSA reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School.

**F. Place of performance.** CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

**G. Ongoing Student Recruitment.** CSUSA shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter School. Students shall be selected in accordance with the procedures set forth

in the charter Contract and in compliance with applicable laws. CSUSA shall present a plan to the Charter School to solicit and recruit enrolment of students by various means, which may include but shall not be limited to the following: paid and unpaid media advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.

**H. Due Process Hearings.** CSUSA shall, at the Board's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Charter School's own obligations, and if necessary retain counsel on behalf of the School. The Board shall retain the right to provide due process as required by law.

**I. Legal Requirements.** CSUSA shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

**J. Rules and Procedures.** CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

**K. School Year and School Day.** The school year and the school day shall be as required by law and as determined annually by the Board.

**L. Pupil Performance Standards and Evaluation.** CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

**M. Services to Disabled Students and Special Education.** CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and CSUSA mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

**N. Contract between the Charter School and the Sponsor.** CSUSA will not act in a manner that will cause the Charter School to be in breach of its Charter Contract with the Sponsor.

**O. Unusual Events.** CSUSA agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Charter School in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

**P. Student and Financial Records.** All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

**Q. Charter School Records/Proprietary.** The financial, educational and student records pertaining to the Charter School are Charter School property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.

**R. CSUSA Performance Goals.**

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and
- c) Such performance goals contained within the Charter Contract and the Charter Application

**S. Educational and Other Services.** Upon Board approval, CSUSA shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools as well as school development services which may be provided by CSUSA, its affiliates or third party entity.

#### **ARTICLE IV OBLIGATIONS OF THE BOARD**

**A. Good Faith Obligation.** The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits

CSUSA's ability in implementing the school design as set forth in the Charter Application, CSUSA shall have the option of terminating this Agreement. Any material changes to the Board's bylaws may be grounds for termination by CSUSA to the extent those changes create obligations for CSUSA without prior approval.

**B. Assistance to CSUSA.** The Charter School shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement. Governing Board members will comply with mandated compliance requirements and remain current with all such requirements throughout the duration of this agreement.

**C. Unusual Events.** The Charter School agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.

**D. Retained Authority.** The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.

**E. Food Service.** The Charter School shall be managed, operated and administered by or shall otherwise provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

## **ARTICLE V FINANCIAL ARRANGEMENTS**

**A. Revenues.** Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and CSUSA. The signatories on the account shall only be the Board members or designated CSUSA employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by Federal, State and Local

Governments to the Charter School that is directly allocable to special education students in the Charter School.

3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to At-Risk students in the Charter School.
5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School startup funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Charter School (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the "Revenues").

The Board may advance funds to CSUSA for the fees or expenses associated with the Charter School's operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by CSUSA in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA's option, deposit funds into the Charter School Operating Accounting ("Operating Advances"). Operating Advances can only be made in accordance with the approved Annual Budget. The Charter School shall reimburse CSUSA all Operating Advances, together with interest earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

**B. Budget.** CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board.

CSUSA shall prepare and submit to the Charter School for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the School Facility or portions thereof. CSUSA shall obtain approval from the Charter School to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of funding per year for both the reserve and fund balance.

(i) CSUSA shall submit to the Charter School for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before June 30th of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Charter School a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Charter School must notify CSUSA in writing that it approves the Annual Budget within thirty (30) days of submission by CSUSA, which approval shall not be unreasonably withheld or delayed. If the Charter School does not approve the Annual Budget, the Charter School shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Charter School does not approve the Annual Budget within thirty days of submission by CSUSA, Charter School shall be deemed to approve the Annual Budget. CSUSA and the Charter School acknowledge that a Final Budget shall be completed no later than August 1st.

(iii) CSUSA may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. CSUSA shall report any changes upon which the Annual Budget was based within fifteen days after CSUSA becomes aware of any such change.

(iv) CSUSA shall operate and manage the Charter School according to its Annual Budget.

(v) CSUSA shall use reasonable efforts to operate the Charter School within its Annual Budget.

**C. Compensation.** CSUSA shall receive compensation (the “**compensation**”) in the amounts specified in Exhibit “A” hereto, payable monthly in arrears in substantially equal monthly installments during such year. The compensation shall be consistent with all applicable law and regulation. To the extent any compensation shall be unpaid at the

end of any (past and future) Fiscal Year, such unpaid compensation shall be deferred and due when the School has available net operating revenue.

**D. Availability of Funds.** CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

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

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

**G. Access to Records.** CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all of the said records for a period of time as may be required by the Charter Contract. CSUSA and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

**H. Review of Operational Budget.** The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by CSUSA.

**I. Annual Audit.** The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Charter School's independent auditor.

**J. Start-up Operating Losses.** With Charter School approval, CSUSA may, in its sole discretion, provide funds for operating losses for the Charter School during the startup period. CSUSA advances shall be budgeted and shall be in amounts acceptable to

CSUSA. CSUSA shall be reimbursed from the Revenues as and when funds are available.

**K. Marketing.** Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School.

## **ARTICLE VI PERSONNEL & TRAINING**

**A. Personnel Responsibility.** CSUSA shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of CSUSA, unless otherwise agreed by CSUSA and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

**B. School Administrator.** The accountability of CSUSA to the Charter School is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall consult with the Board with respect to the hiring of the School Administrator, and CSUSA shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

**C. Teachers.** CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

**D. Support Staff.** CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA.

**E. Training.** CSUSA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

**F. Limitations on Discretion.** All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

## **ARTICLE VII DEFAULT**

**A. Default.** An event of default (“Event of Default”) by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain undismissed for more than sixty (60) days.
4. If CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.
5. If CSUSA materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School’s operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved

before expiration of this Agreement, (iv) if the health, safety, or welfare of the students is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by CSUSA, and (vii) the revocation by the sponsor of the Charter Contract solely as the direct result of an act or failure to act CSUSA. In the event of a material breach, CSUSA shall have (60) days after receipt of written notice to remedy said breach.

**B. Remedies.** Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement’s term, CSUSA may, for a fee reasonably acceptable to CSUSA, provide the Charter School reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non-proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement;
- Transferring and/or assigning to the Charter School all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at CSUSA’s option, assignment of contracts for Personnel.

## **ARTICLE VIII INDEMNIFICATION**

Each party to this Agreement does hereby indemnify and hold harmless the other, and the Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, “party” shall include the party’s trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

## **ARTICLE IX INSURANCE**

**A. Insurance Coverage.** Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

**B. Workers' Compensation Insurance.** Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

## **ARTICLE X WARRANTIES AND REPRESENTATIONS**

**A. Charter School Warranties and Representations.** The Charter School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

**B. CSUSA Warranties and Representations.** CSUSA warrants and represents that it is a limited liability company authorized to conduct business in the State of South Carolina. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Charter School agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

**C. Mutual Warranties.** The Charter School and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

## **ARTICLE XI MISCELLANEOUS**

**A. Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and CSUSA.

**B. Force Majeure.** Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

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

**D. Agreement in Entirety.** This Agreement constitutes the entire agreement of the parties.

**E. Official Notices.** All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Charter School shall be sent to the current address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:

**Charter School:**

Berkeley Charter Education Association, Inc.  
17 E Battery Street  
Charleston, SC 29401

with a copy to:

Name \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_  
Phone \_\_\_\_\_

**CSUSA:**

Chairman, Chief Executive Officer  
800 Corporate Drive #700  
Ft. Lauderdale, FL 33334

Phone: 954-202-3500  
Fax: 954-202-2047

with a copy to:

Tripp Scott, P.A.  
Attn: Edward J. Pozzuoli  
110 S.E. Sixth Street, 15th Floor  
Fort Lauderdale, FL 33301  
Phone: 954-525-7500  
Fax: 954-761-8475

**F. Assignment.** Either party may assign this Agreement with the written consent of the other.

**G. Amendment.** This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President or Chairman of the Board and the CEO of CSUSA.

**H. Waiver.** No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

**I. Cost and Expenses.** If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

**J. Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to CSUSA powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

**K. Compliance with Law.** The parties to this Agreement agree to comply with all applicable laws and regulations.

**L. Compliance with Charter Contract.** The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

**SIGNATURE PAGE TO FOLLOW**

**IN WITNESS WHEREOF**, the undersigned have executed this Agreement as of the date and year first above written.

**CSUSA**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

**Charter School**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

DRAFT

**EXHIBIT "A"**

**COMPENSATION**

<u>Category</u>	<u>Percentage of Revenue</u>
Personnel Management Costs	3.0%
Procurement/Vendor Management Costs	1.0%
Educational Intellectual Property & Curriculum Costs	4.0%
Finance & Accounting Services Costs	2.0%
Support Center General Overhead & Fee	5.0%

DRAFT

Appendix N  
Copy of EMO  
SC Business  
License

# *The State of South Carolina*



*Office of Secretary of State Mark Hammond*

## **Certificate of Authority**

**I, Mark Hammond, Secretary of State of South Carolina, Hereby Certify that:**

CHARTER SCHOOLS USA AT BERKELEY, LLC, a limited liability company duly organized under the laws of the State of FLORIDA, and issued a certificate of authority to transact business in South Carolina on January 25th, 2016, with a duration that is at will, has as of this date filed all reports due this office, paid all fees, taxes and penalties owed to the State, that the Secretary of State has not mailed notice to the company that it is subject to being dissolved by administrative action pursuant to S.C. Code Ann. §33-44-809, and that the company has not filed a certificate of cancellation as of the date hereof.

Given under my Hand and the Great  
Seal of the State of South Carolina this  
25th day of January, 2016.

  
Mark Hammond, Secretary of State

STATE OF SOUTH CAROLINA  
SECRETARY OF STATE

CERTIFIED TO BE A TRUE AND CORRECT COPY  
AS TAKEN FROM AND COMPARED WITH THE  
ORIGINAL ON FILE IN THIS OFFICE

APPLICATION FOR A CERTIFICATE OF AUTHORITY **JAN 25 2016**  
BY A FOREIGN LIMITED LIABILITY COMPANY  
TO TRANSACT BUSINESS IN SOUTH CAROLINA

*Mark Hammond*  
SECRETARY OF STATE OF SOUTH CAROLINA

TYPE OR PRINT CLEARLY WITH BLACK INK

The following Foreign Limited Liability Company applies for a Certificate of Authority to Transact Business in South Carolina in accordance with Section 33-44-1002 of the 1976 South Carolina Code of Laws, as amended.

1. The name of the foreign limited liability which complies with Section 33-44-1005 of the 1976 South Carolina Code as amended is CHARTER SCHOOLS USA AT BERKELEY, LLC

2. The name of the State or Country under whose law the company is organized is FLORIDA

3. The street address of the Limited Liability Company's principal office is  
800 CORPORATE DRIVE, SUITE 124  
Street Address  
FORT LAUDERDALE, FL 33334  
City State Zip Code

4. The address of the Limited Liability Company's current designated office in South Carolina is  
2 Office Park Court, Suite 103  
Street Address  
Columbia South Carolina 29223  
City State Zip Code

5. The street address of the Limited Liability Company's initial agent for service of process in South Carolina is  
2 Office Park Court, Suite 103  
Street Address  
Columbia South Carolina 29223  
City State Zip Code

and the name of the Limited Liability Company's agent for service of process at the address is

C T Corporation System  
Name

By: *Angel Nunez*  
Signature

**Angel Nunez**  
**Assistant Secretary**

6.  Check this box if the duration of the company is for a specified term, and if so, the period specified \_\_\_\_\_

160125-0165 FILED: 01/25/2016  
CHARTER SCHOOLS USA AT BERKELEY, LLC  
Filing Fee: \$110.00 ORIG



Mark Hammond

South Carolina Secretary of State

7.  Check this box if the company is manager-managed. If so, list the names and business addresses of each manager

a. \_\_\_\_\_  
 Name

\_\_\_\_\_

Business Address

\_\_\_\_\_

City State Zip Code

b. \_\_\_\_\_

Name

\_\_\_\_\_

Business Address

\_\_\_\_\_

City State Zip Code

8.  Check this box if one or more members of the foreign limited liability company are to be liable for the company's debt and obligation under a provision similar to Section 33-44-303(c) of the 1976 South Carolina Code of Laws, as amended.

*Charter Schools USA, Inc., Member*

Date JANUARY 19, 2016

By:   
 Signature

Jonathan K. Hage, President of sole Member  
 Name Capacity

**FILING INSTRUCTIONS**

1. This application must be accompanied by an original certificate of existence not more than 30 days old (or a record of similar import) authenticated by the Secretary of State or other official having custody of the Limited Liability Company records in the state or country under which it is organized.
2. File two copies of these articles, the original and either a duplicate original or a conformed copy.
3. If management of a limited liability company is vested in managers, a manager shall execute this form. If management of a limited liability company is reserved to the members, a member shall execute this form. Specify whether a member or manager is executing this form.
4. This form must be accompanied by the filing fee of \$110.00 payable to the Secretary of State.

Return to: Secretary of State  
 1205 Pendleton Street, Suite 525  
 Columbia, SC 29201

# *State of Florida*

## *Department of State*

I certify from the records of this office that CHARTER SCHOOLS USA AT BERKELEY, LLC is a limited liability company organized under the laws of the State of Florida, filed on January 8, 2016.

The document number of this limited liability company is L16000006520.

I further certify that said limited liability company has paid all fees due this office through December 31, 2016 and that its status is active.

*Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this  
the Twentieth day of January,  
2016*



*Ken DeJong*  
**Secretary of State**

Tracking Number: CU3503244711

To authenticate this certificate, visit the following site, enter this number, and then follow the instructions displayed.

<https://services.sunbiz.org/Filings/CertificateOfStatus/CertificateAuthentication>

Appendix O  
Copy of Employee  
Contract



[Date]

Dear [JobseekerName],

Charter Schools USA (CSUSA) is pleased to offer you employment for the 2018-2019 school year at [Company]. Your commitment to our students and providing each of them with a quality educational experience is commendable and we are excited to offer you a position on our team.

The offered position of [JobTitle] will begin on [StartDate], and is a 10 month salaried position\*\*. Your employment is contingent upon meeting the conditions for employment required by CSUSA and any federal, state, or local authority.

Your compensation is listed below. This compensation will be paid semi-monthly.

Annual Base Salary	\$
Verifiable Years of Teaching Experience	\$
Advance Degree/License Incentive	\$
*Total Annual Salary	[AnnualSalary]

**\*Payable in accordance with CSUSA’s payroll cycles. Annual salary will be prorated based on dates of service.**

It is your responsibility to ensure your credentials are up-to-date. Within 30 days of your hire date you must provide written proof of the following credentials:

- Verification of Teaching Experience Form (completed and notarized by previous school district); and
- Proof of Application for State of South Carolina Teaching Certification; or
- Copy of State of South Carolina Teaching Certification; and
- Official transcripts for your degree(s) from an accredited university; and
- Copies of your graduate and/or undergraduate diploma(s).

Failure to provide the required documentation within 30 days of your hire date may result in a temporary reduction in your salary until all documents are received.

In order to fully understand the job expectations and guidelines of our school operations, you must read the CSUSA Employee Handbook that can be found on the Student Information System (SIS) under the HR tab, within five days of your start date. By signing this offer letter you are acknowledging that you understand those guidelines and are subject to the provisions contained therein.

Please acknowledge your receipt of this offer letter by checking one of the options below, signing, and then returning the original letter to your Principal or Principal Designee no later than [ReturnLetterDate].

We look forward to an incredible school year where our students and their academic success is the priority of our entire team!

Sincerely,

[HiringManager] (Date)  
[Hiring Manager Title]

Please indicate your intentions by initialing and signing below.

\_\_\_\_\_ I ACCEPT this at-will position.  
\_\_\_\_\_ I DECLINE this at-will position.

\_\_\_\_\_  
[JobseekerName], Signature

\*By signing above I understand that my at-will employment is voluntary, which means I am free to resign at any time, with or without reason. I also understand that my employment may be terminated at any time within the school year, with or without notice or reason. This offer of employment may be delayed or withdrawn in the event there has been a material adverse change in circumstances surrounding the operation of [Company] including, but not limited to, natural disasters, changes in anticipated enrollment, construction delays, etc., or a change such as revocation, modification, reduction, or non-renewal of the federal grant funding the offered employment position herein. In the event of a material adverse change the above signee agrees and acknowledges that he/she will not make any claims for damages or compensation against CSUSA, [Company] or any other affiliated parties as a result of this offer being delayed or withdrawn.

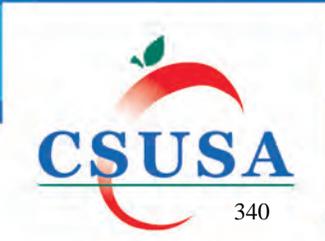
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Appendix P  
EMO Employee  
Policy Manual

Charter Schools USA  
**EMPLOYEE HANDBOOK**

DRAFT

**Great Careers Start Here.**



# Message from Jon and Sherry Hage



Being a CSUSA employee means being part of something bigger than ourselves. When we arrive to work each day, we must make a choice. Are we going to approach our work as a job, a career or a calling? Our hope is that each of our team members believes their place within our organization is a calling. Each person in every position affects the lives of students in one capacity or another. Everything that we do on a day-to-day basis truly has an impact on student lives, so we must realize that it is not only what we do but how we do it that matters. Our calling has a true purpose.

We continue to be amazed and humbled by the passion and integrity we see every day among our team. We are entering a period of time in our company where inspiration and creativity are our guidepost. We will continue to search for new and better ways that will raise the bar for education reform. We will never settle for mediocre and we will always reach for the previously unreachable. Impossible is only a measure that exists until it becomes possible. The only way to conquer the impossible is with something our team has in abundance. Grit.

On behalf of the entire executive team, we would like to express our appreciation for those who have committed themselves to furthering education reform in America. We are growing and improving each year. Every time we fall, we are committed to falling up – learning from that fall and becoming stronger as a result. Every time we succeed, we are committed to pushing further to become even better. Why? Because if we begin with a positive outlook, we will end with success.

We look forward to another year of journeying together toward greatness. We couldn't be prouder of our team and the incredible difference we are making together in the lives of students.

Sincerely,

Jon Hage  
CEO of Charter Schools USA

# Charter Schools USA

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## Section 1

# Welcome to Charter Schools USA

- “Putting Students First by Putting People First”
- The Charter Schools USA Choice
- About Your Employee Handbook
- Employment “At Will”
- Probationary Period
- Public Media Policy
- Open Door Policy
- Suggestions
- Mission and Vision
- Mission Statement
- Vision Statement
- CSUSA VALUES

*“The best leaders are the ones who show their true colors not during the banner years but during times of struggle.”*

— Shawn Achor

# Welcome to Charter Schools USA

## **“Putting Students First by Putting People First”**

At Charter Schools USA our focus and commitment is “Putting Students First.” We recognize that in order to put students first we must support the professionals who guide and instruct our students and make a positive difference every day in the lives of young people. We are committed to creating a work environment that fosters a productive learning environment, an environment where teachers can teach, learners can learn and people will find meaning and satisfaction in their careers. CSUSA is a family of committed professionals striving to provide a high quality education for thousands of students. The policies and guidelines in this handbook are designed to support our mission and are the minimum expectations for our work environment.

## **The Charter Schools USA Choice**

Founded in 1997, Charter Schools USA is one of the oldest, largest and fastest-growing education services providers in the United States. We successfully manage high performing public and municipal schools for pre-Kindergarten through grade 12. We assist corporations, government entities, developers and nonprofit agencies with all phases of school design including planning, development, financing, construction, operations and curriculum. We have also been instrumental in pushing forward legislation that has furthered educational reform to help all students gain access to high quality education.

While we are proud of our awards, we believe our greatest accomplishment is achieving a 95% satisfaction rate from parents and achieving “A” academic averages from the various Departments of Education in which our schools operate. At Charter Schools USA, we always put students first in every decision we make. That philosophy, along with a qualified and dedicated staff has placed Charter Schools USA as a national leader in education management.

## **About Your Employee Handbook**

CSUSA is proud to provide you with information about your work environment, employee benefits, and policies affecting your employment. You should read, understand, and comply with all provisions of this handbook. It describes many of your responsibilities as an employee and outlines the programs developed by CSUSA to benefit every employee. It is our desire to create a safe, meaningful and value driven work environment that is conducive to both personal and professional growth. We strive to recognize individual contribution, and to make open, direct and personal communication a part of our organization.

This handbook summarizes CSUSA’s personnel policies. It is intended only as a guideline. We welcome and encourage any suggestions you may have for improving your work environment and any aspect of our policies. CSUSA’s management specifically reserves the right to amend the policies contained herein. CSUSA will make all attempts to notify employees of policy changes that may affect this handbook. Please read your Handbook carefully. You will be required to electronically sign an “Employee Handbook” Acknowledgement. While you will receive an overview of the main points of the Handbook during orientation, you are expected to read and understand your Handbook in its entirety. Please ask your School Administrator/Department Manager for an explanation if you have any questions.

The provisions outlined in this handbook supersede all existing policies, practices and previous handbooks. The policies or guidelines contained in this employee handbook create neither an expressed nor implied employment contract with CSUSA or any of its subsidiaries.

Please treat this handbook and the information in it as confidential. No portion of this handbook should be disclosed to others, except CSUSA employees and those affiliated with CSUSA whose knowledge of the information is required in the normal course of business.

## **Employment “At Will”**

Your employment with CSUSA is “at will”. “At will” employment means that you voluntarily agreed to work with CSUSA. There is no guaranteed length of employment, and you are free to resign at any time. As an “at will” employer, CSUSA may terminate the employment relationship at any time, with or without notice or cause. At all times, CSUSA will follow

all applicable state and federal employment laws.

No representative of CSUSA, other than the CEO or his direct representative, has any authority to enter into any employment agreement for any specified period of time.

### **Probationary Period**

Newly hired employees, current employees who have been transferred, promoted or reassigned to a new position, are employed with the understanding that the first 90 days in their new position are considered to be a probationary period.

This probationary period provides an opportunity for both you and CSUSA to evaluate each other and to determine continuing the employment relationship. During your first 90 days in your new position your job performance will be observed by your School Administrator/ Department Manager to ensure job compatibility.

During this time, you will be provided with training and guidance from your School Administrator/ Department Manager. Under appropriate circumstances, your probationary period may be extended. At the end of the probationary period, you and your School Administrator/Department Manager will discuss performance.

### **Public Media Policy**

Under no circumstance should any employee give a statement, or answer questions to any member of the media, unless given permission and direction by an Executive Team Member or the Public Relations Firm. Media is defined as any broadcast system, i.e. radio, television, newspaper, etc.

At the school level, any employee who receives the call, or is visited in person by a member of the media, is to contact the Principal's office immediately. At that time they will in turn refer the contact to our public relations firm.

At the Support Center, any employee who receives a call, or is visited in person by a member of the media is to contact their executive team member immediately.

### **Open Door Policy**

When employees communicate openly and directly with School Administrators/ Department Managers it can have a positive effect on the working environment. We encourage all team members to discuss any concerns with their supervisors at any time in their employment.

### **Suggestions**

If you have any suggestions or ideas that you feel would benefit CSUSA, we would encourage you to tell us about them. We are always looking for suggestions that improve methods, procedures, and working conditions, reduce costs, or errors, and benefit the Company and its employees. The best way to make suggestions is to contact your executive team member.

### **Mission and Vision**

We have developed a mission and vision to help us achieve our goals and uphold our values. This mission guides employees on how we do business and how to make decisions when faced with choices.

### **Mission Statement**

CSUSA designs, develops and operates high performing public schools with the following commitments:

- Unwavering dedication to student achievement.
- Unyielding commitment to ethical and sound business practices.
- Providing a choice for communities, parents, students, and professionals that foster educational excellence in America.

## **Vision Statement**

We will be one of the premier education companies in the world. Our dominant brand and ability to drive student success will create unprecedented demand.

- Communities will petition us to develop a school in their area.
- All of our schools will be fully enrolled with waiting lists.
- Our superior capabilities will allow us to be a catalyst to spawn new synergistic business unit, which will continue to fuel our growth and geographic reach.
- We will make a positive difference to millions of students worldwide.

## **CSUSA VALUES**

### **Purpose:**

- Students – A student centered organization
- People – Empowering people with courage, talent and vision
- Giving back and making a difference

### **Passion:**

- High Standards – Quality and professionalism
- Learning – Continual improvement and innovation

### **Integrity:**

- Integrity – Honesty, loyalty and personal accountability
- Teamwork – Partnership and fostering a respectful family atmosphere

### **Grit:**

- Fiscal Responsibility – Building a sustainable, long-term investment in the future
- Commitment – A life of purposefulness to a greater cause
- Accountability to disciplined processes and required outcomes

## Section 2

# Employment Standards and Policies

- Equal Opportunity Employer
- Zero Tolerance Policies
- Non-Discrimination and Anti-Harassment Policy
- Workplace Violence
- Drug Free Workplace
- Smoke Free and Tobacco Free Policy
- Criminal Conduct
- CSUSA's Code of Business Conduct
- Business Conduct
- Accurate Bookkeeping and Records
- Investigation and Site Inspections
- Procedure for Reporting
- Engaging in Contracts with Vendors
- Solicitation

*“Without action, knowledge is often meaningless. As Aristotle put it, to be excellent we cannot simply think or feel excellent, we must act excellently.”*

— Shawn Achor

# Employment Standards and Policies

## **Equal Opportunity Employer**

CSUSA is an equal opportunity employer. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at CSUSA will be based on merit, qualifications, skills and abilities. CSUSA does not discriminate on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, veteran status, disability, or any other characteristic protected by law. CSUSA will not unlawfully discriminate against any qualified employee or applicant on the basis of a physical or mental disability.

If you witness or experience any form of discrimination, or if you have questions concerning this policy, you should immediately notify your School Administrator/Department Manager or Employee Services. If you believe it would be inappropriate to discuss the matter with your supervisor with whom you work, you may bypass that individual and report it directly to the next level of management or Employee Services. Reports will be investigated, and appropriate corrective action will be taken. Complaints will be handled confidentially, except as necessary for investigation and resolution. This policy prohibits retaliation, harassment or other adverse action being taken against you as a result of making a complaint of discrimination, assisting in an investigation, opposing discrimination, or otherwise exercising rights protected by law.

## **Zero Tolerance Policies**

CSUSA has established zero tolerance policies to provide for the safety of our students and staff. Violations of the zero tolerance policies will lead to immediate termination. This handbook defines “zero tolerance policies” as harassment, work place violence, unethical business practices, violations of computer usage policies, drug free workplace and breaches of confidentiality.

## **Non-Discrimination and Anti-Harassment Policy**

CSUSA is committed to maintaining a work environment in which all individuals are treated with respect and dignity. In keeping with this commitment, we will not tolerate harassment of our employees by anyone, including supervisors, co-workers, vendors, or clients of the Company. Harassment in the workplace is prohibited, both in the workplace and off the premises, including at social activities conducted or sponsored by the Company. Employee Services has overall responsibility for this policy and maintains reporting and monitoring procedures. Employee questions or concerns should be referred to Employee Services. Appropriate disciplinary action may be taken against any employee willfully violating this policy, up to and including termination of employment.

Harassment is defined as verbal or physical conduct which:

- Denigrates or shows hostility or aversion toward an individual because of his/her protected status, or that of his/her relatives, friends or associates.
- Has the purpose or effect of creating an intimidating, hostile or offensive working environment.
- Has the purpose or effect of unreasonably interfering with an individual’s work performance.
- Behavior that adversely affects an individual’s employment opportunities.

Prohibited activities include but are not limited to slurs, jokes, emails, gossip, negative stereotyping, threatening, intimidating, or hostile acts that relate to any protected status. Prohibited harassment also includes written or graphic material that is placed on walls, bulletin boards, or elsewhere on the premises, or circulated in the workplace. Harassment can consist of unwelcome conduct whether verbal, physical, or visual, that is based upon a person’s protected status, such as gender, color, race, ancestry, religion, national origin, age, physical handicap, medical condition, disability, marital status, veteran status, citizenship status, or any protected personal characteristic.

Sexual harassment may include unwelcome sexual advances, requests for sexual favors or unwelcome physical contact. Prohibited activities include but are not limited to repeated unwelcome requests for a romantic relationship, explicit sexual propositions, sexual innuendo or suggestive comments. Sexually oriented “kidding” or “teasing,” “practical jokes,” jokes about gender specific traits are prohibited. Sexual harassment can also be described as foul or obscene language or gestures, displaying or circulating in the workplace sexually suggestive objects or pictures including through e-mail. Physical contact, such as patting, pinching, or brushing against another’s body is considered harassing behavior. “Quid pro Quo”

sexual harassment is defined as behavior where submission to, or rejection of the conduct is used as the basis for an employment decision. Conduct may be considered sexual harassment if it has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

### **Workplace Violence**

CSUSA has zero tolerance for fighting, threats and other acts of violence against employees, co-workers, job applicants, clients or vendors. Possession of firearms, weapons, ammunition or explosives on Company property or while on Company business is strictly prohibited, and may result in immediate termination.

Acts or threats of violence or physical harm, whether made directly or indirectly, violate the safety of staff and professional conduct of CSUSA's business. If you are subjected to or threatened with harm by a co-worker, parent, customer or vendor, or if you become aware of another individual who has been subjected to or threatened with violence, or if you know of circumstances which might result in violence, you should immediately report this information to your School Administrator/Department Manager or Employee Services.

Please bring any threats to CSUSA's attention so that we can deal with them promptly and appropriately. Do not assume that any threat is not serious. An investigation into threatening remarks or conduct will be conducted with as much confidentiality as possible. No adverse action will be taken against anyone who brings a good-faith complaint under this policy.

### **Drug Free Workplace**

CSUSA prohibits reporting to work under the influence of alcohol or illegal drugs or substances, including the illegal use or misuse of prescription drugs. Employees cannot be intoxicated while on Company premises. CSUSA prohibits the sale, purchase or consumption of alcoholic beverages or illegal drugs on Company premises or while performing company business. Working under the influence of alcohol, prescription or nonprescription drugs that could impair judgment or motor functions and places persons or property in jeopardy is strictly prohibited.

Possession of paraphernalia used in connection with the use of any drug is a violation of the drug free workplace policy. Employees suspected of being under the influence of drugs or alcohol while at work, will be drug tested.

The Company will conduct drug tests if an employee's conduct creates a reasonable suspicion of being under the influence of drugs or alcohol. If an employee sustains a workplace injury, the employee must consent to a drug screening. If an employee refuses to be tested, they will be terminated. CSUSA reserves the right to perform random drug screenings on all employees at any time, with or without suspicion.

Employees are required to review the CSUSA Drug-Free Workplace Policy and electronically sign the Acknowledgement regarding this policy.

### **Smoke Free and Tobacco Free Policy**

CSUSA has implemented a smoke/tobacco free policy for all employees working in the states of Florida, Georgia, and Michigan. CSUSA will not employ candidates in Florida, Georgia and Michigan who smoke, either through vapor or tobacco, or use tobacco, and will enforce such policy in our employment and hiring processes to the fullest extent allowable under applicable laws. CSUSA will provide reasonable programs and support to assist current CSUSA employees who smoke or use tobacco products in their cessation efforts. All CSUSA offices and schools are smoke free and smoking is strictly prohibited at all locations.

### **Criminal Conduct**

CSUSA will comply with all applicable laws and regulations regarding appropriate business practices. The company expects its directors, officers, and employees to conduct business in accordance with all relevant laws. All employees must refrain from any illegal, dishonest, or unethical conduct. Criminal conduct by employees will not be tolerated, and such conduct may result in termination and include criminal or civil legal action. Criminal conduct includes, but is not limited to:

- Theft, misuse or abuse of Company, employee or customer property, including telephone, computer, or mail

resources.

- Violence or threats of violence.
- Bribery or extortion involving CSUSA's assets or operations.

In addition, this code requires that you must agree to report any conflicts of interest and any violations of the Code of Business Conduct to a member of the Employee Services or a member of management.

### **CSUSA's Code of Business Conduct**

CSUSA's Code of Business Conduct includes the following principles:

Conflicts of Interest: You must conduct yourself in a manner that avoids conflicts of interest and that upholds the Company's business reputation.

Confidential Nature of Work: Keep proprietary and personnel information confidential. Avoid disclosure of information to anyone outside of CSUSA.

Fraud Dishonesty and Criminal Conduct: Fraud, dishonesty and criminal conduct by employees will not be tolerated.

### **Business Conduct**

The successful business operation and reputation of CSUSA is built upon the principles of fair dealing and ethical conduct. Our reputation for integrity and excellence requires careful observance of all applicable laws and regulations, as well as the highest standards of conduct and personal integrity.

The continued success of CSUSA is dependent upon our clients' trust and we are dedicated to preserving that trust. Employees owe a duty to CSUSA's clients and fellow employees to act in a way that will merit the continued trust and confidence of the public.

### **Accurate Bookkeeping and Records**

All employees must record and report information accurately and honestly. This includes reports of time worked, business expenses, monetary intake at the Support Center and the schools, and other business related activities.

CSUSA's financial statements and the records on which they are based must always accurately and fairly reflect the activities and transactions of the company in accordance with generally accepted accounting principles. No undisclosed or unrecorded funds of any school or Support Center assets shall be established for any purpose, nor should any company funds be placed in any personal or non-company account. No employee shall make an entry on the Company's books and records that intentionally hides or disguises the true nature of the transaction. The Company will appropriately discipline any employee who violates this policy, including termination, and the employee may be subject to criminal investigation and prosecution.

### **Investigation and Site Inspections**

CSUSA reserves the right to access and inspect all Company owned or managed areas. Desks, lockers, computers, cabinets, drawers, etc., are provided for the convenience of employees and may be searched at any time to the extent considered necessary. CSUSA also reserves the right to search employee property on Company property, such as handbags, lunch boxes, briefcases, personal laptops, and employee cars on Company property. CSUSA may, but is not required to, obtain the employee's consent when property belonging to or used by an employee is to be searched.

Where possible, the employee will be notified of the search and should be present. The search should be carried out in privacy, but with a supervisory witness. CSUSA shall have the right to conduct a search if there is reasonable suspicion to believe that any policy violation has occurred.

### **Procedure for Reporting**

The Company's policy is to investigate all complaints thoroughly and promptly. The Company will keep complaints and the resolution confidential. If an investigation confirms that a violation of Company policy has occurred, the Company will take corrective action, including disciplinary action up to and including termination of employment.

CSUSA prohibits retaliation against any individual who makes a good-faith report of discrimination, harassment or participates in an investigation of such reports. Retaliation against any individual for reporting harassment, discrimination

or for participating in an investigation is strictly prohibited.

All employees are responsible for helping to ensure that our work environment remains free from harassing behavior. If you feel that you have experienced or witnessed conduct contrary to this policy you have an obligation to immediately report the issue.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. CSUSA requires that all incidents of discrimination, harassment or retaliation be reported, regardless of the offender's identity or position. Individuals who believe they have witnessed or experienced conduct that they believe is contrary to the Company's Non-Discrimination/Harassment Policy should file their complaints with their immediate School Administrator/Department Manager, next level of management, or Employee Services.

- Report your problem or concern with your School Administrator/Department Manager.
- Your School Administrator/Department Manager will investigate and make recommendations for resolution.
- If you are uncomfortable reporting an issue to your School Administrator/Department Manager, or if they do not help you to your satisfaction, you can take your concern directly to the next level of management or to Employee Services.

Please allow a minimum of 48 hours from the time of notification before escalating any issue to the next level of management. We encourage you to try to resolve issues through open discussion with your School Administrator/Department Manager. If an employee making a complaint does not agree with its resolution, the employee may appeal to the Chief Academic Officer.

### **Engaging in Contracts with Vendors**

No employee of CSUSA can engage any vendor in a contractual agreement for products or services without written approval of the CEO.

### **Solicitation**

Solicitation, distribution of literature or trespassing by non-employees is prohibited at all times on Company and school property. Solicitation by any employee is prohibited while at work for CSUSA. Distribution of literature or other propaganda by employees is prohibited at all times in working areas including breakrooms, employee/teacher common and planning areas.

## Section 3

# Employee Performance Expectations

- CSUSA's Expectations
- Internal and External Customer Service
- Service Standards
- Handling Customer Problems
- Telephone Courtesy
- Performance
- Goal Setting
- Formal Evaluations
- Promotions and Transfers
- Personnel File
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- Examples of Conduct Not Permitted
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- School Based Employee Dress Code
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- Conflicts of Interest
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- Confidentiality
- Inventions, Proprietary Rights and Non-Compete Agreement
- Nepotism
- Personal Relationships

*"If we study what is merely average, we will remain merely average."*

— Shawn Achor

# Employee Performance Expectations

## CSUSA's Expectations

CSUSA expects our employees to be honest, reliable and conscientious in meeting the responsibilities of their position. Also we expect all employees to perform all duties competently, professionally, and responsibly. In order to meet these expectations. Each employee should understand and abide by the standards that govern job conduct outlined on your job description. The following are some examples of CSUSA's employee performance expectations.

- Comply with all of CSUSA's policies, procedures, safety and security guidelines.
- Learn your job and perform it to the best of your ability – efficiently, accurately, and safely.
- Take initiative to excel in your job and cooperate with your work team.
- Speak up when you have problems, concerns or complaints.
- Report to work on time.
- When you will be absent from work, or unable to arrive on time, follow the call-in procedure for your work team.
- Treat all clients, visitors, parents, students, and co-workers with respect and courtesy. Provide the highest level of customer service to all clients.
- Follow and respect management's direction concerning job-related matters.
- Maintain the confidentiality of proprietary and confidential Company and customer information.
- Present a professional, neat, and clean appearance appropriate to your work situation.
- Report to management any violations of the Company's policies, unethical or illegal conduct by co-workers, clients or vendors.
- Refrain from offensive, unsafe or undesirable behavior or conduct.

## Internal and External Customer Service

Charter Schools USA's mission is to design, develop and operate high performing public schools. Superb customer service is everyone's responsibility and every employee must be able to deliver on this consistently. This may include clients, parents, community, boards, and other stakeholders.

Providing excellent customer service should be at the heart of everything you do. This means we expect the following from each of our employees:

- Establish and maintain effective relationships with clients and work to gain their trust and respect.
- Always act with clients/students in mind.
- Work together as a team to support customer-focused goals and strategies.
- Exceed customer expectations at every customer touch-point.
- Work to obtain first-hand customer information and use it for improvements in processes and services.
- Be dedicated to meeting the expectations and requirements of your internal and/or external clients.

Remember, you are a representative of CSUSA. To each student and parent, YOU are CSUSA.

## Service Standards

CSUSA established service standards for employees to use when they interact with stakeholders, co-workers, parents, students, school boards and vendors. CSUSA expects each employee to provide excellent service to everyone they come in contact with. We know that our parents have a choice when it comes to their child's education. Superior customer service along with academic excellence are determining factors that parents use to make their educational decisions. Below is a list of customer service behavioral standards we expect from each employee. In addition, all employees will be required to complete our Red Carpet Customer Service Training.

## To help provide a good presentation:

- Use 10/5 Greeting - Eye Contact at 10 Feet, Greet at 5 Feet.
- Speak first and last.
- Use please, thank you, and you are welcome when speaking.

### To be reliable:

- Employees will use the **LEAD** technique.
- **Listen, Empathize, Apologize, Do something** or direct to someone who can deal with the issue.
- All faculty and staff will know the answers to the top 10 questions asked about their school.

### To provide reassurance:

- Never talk about a student, supervisor, employment issue, another employee or negative school information in the presence of a parent/customer.

### To show empathy:

- All employees will use the **NICE** technique when they have to decline a parent/customer request.
- **Neutralize** through a positive beginning, **Immediately emphasize, Courteously explain, Emphasize your desire to help.**

## Handling Customer Problems

Your job brings you into contact with many people, including both internal and external clients. Difficult situations and complaints may arise. Always treat clients and business guests in a courteous, respectful manner. When a client has a question or complaint, give the matter your immediate attention. Look at complaints as an opportunity to correct problems, improve customer service, and ultimately raise customer satisfaction. If you ever feel you cannot properly handle a problem or difficult situation, refer the client to your School Administrator/Department Manager or a member of management.

## Telephone Courtesy

Telephone courtesy is an essential aspect of customer service. Your telephone manners are a direct reflection on the Company and your professionalism. Therefore, please use proper telephone manners and always be polite, helpful and service-oriented on the phone.

Return telephone calls as promptly as possible even if you haven't obtained an answer for the specific issue, at a minimum contact must be made within 48 hours. Let the caller know you are working on their issue. Continually communicate the status of your progress in resolving the issue to the customer.

## Performance

The results that CSUSA achieves are determined by how we perform – as individuals, teams, and as a company. The ways we focus our efforts, use our talents, manage our time and work together will determine our success.

We emphasize the importance of ongoing communication between you and your School Administrator/Department Manager about your performance, progress toward job expectations, results and any development or needs that you may have.

You and your School Administrator/Department Manager are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Additional formal performance evaluations are conducted to provide the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive purposeful approaches for meeting goals.

The performance of all new employees is generally evaluated according to the schedule associated with your position. For school based 10-month instructional employees, 12-month school administrators, or non-instructional employees, you are reviewed after 90 days, during the first semester and at the end of the school year. After your first year of employment, your performance will be formally evaluated on an annual basis. Your opportunity to continue employment and any potential pay increase for the following school year will be dependent on your overall performance. For Support Center employees, performance reviews are after the first 90 days and then annually after the end of each fiscal year.

Your attendance and dependability is an important part of your overall performance. Excessive absenteeism may lead to disciplinary action and may affect your performance rating.

## Goal Setting

One of the most important aspects of the Performance Management process is goal setting. In this process, you and your School Administrator/Department Manager meet in a highly participative manner to:

- Update your description of job duties and responsibilities so it reflects the current requirements and primary job content.
- Mutually agree upon and establish written **SMART** goals that clearly define your work expectations.
  - Specific, Measurable, Attainable, Realistic and Timely
  - Goals should be aligned with the Company and School Strategic Plan.
- Prioritize goals to establish which are the most important.
- Establish measures and standards that clarify how you will know if targets are being met.
- Agree on performance tracking and feedback requirements necessary for self-management or monitoring progress.

You should revisit and where appropriate, reestablish goals with your supervisor at the beginning of the school year and/or with your Department Manager no less than quarterly.

At its sole discretion, CSUSA may award merit based pay adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process.

## Formal Evaluations

It is the responsibility of the employee to retain copies of their formal evaluations at the time they are conducted for future reference.

## Promotions and Transfers

It is our desire to provide employees with opportunities for growth and advancement. CSUSA attempts to fill its job openings with qualified candidates from within our organization whenever possible. Internal candidates may be identified by management selection or through responses to job postings.

A **promotion** is a move from one position to that of greater responsibility, either within the same department or to a new department or facility.

A **transfer** is a move from one department or facility to another in the same or similar position. This is also referred to as a “lateral move”. School based transfers may only be requested during the transfer period which occurs in the spring of year school year.

To be considered for a promotion within your current department you must:

- Have completed 90 days of employment in your current position, Be performing satisfactorily, Not have any disciplinary actions against you, Meet the minimum requirements for the position for which you are applying.

To be considered for a promotion or transfer to another department or facility you must have:

- Completed one (1) year of employment in your current position,
- Be performing satisfactorily,
- Not have any disciplinary actions against you,
- Meet the minimum requirements for the position for which you are applying.

Eligibility criteria are set based on the requirements of the job and at the discretion of CSUSA.

If you are interested in promotion or transfer opportunities, it is your responsibility to first inform your current supervisor of your interest in either a promotion or transfer, and then to apply for the position opening before the deadline shown on the job posting.

- Apply for positions online through CSUSA's Internal Career Center.
- To request a school based transfer, contact HR or your Principal/ Assistant Principal to request a Transfer Request Form.
- Complete the form and submit it to your School Administrator/Department Manager for signature and approval.

- Once approved by the School Administrator/Department Manager, that respective administrator or manager will submit for approval directly to the Director of Employee Services for final approval.
- Consideration will be given based on the individual's skills, education, experience, qualifications, and business need, and it will be in adherence to CSUSA's Policy of equal employment opportunity.

### **Personnel File**

CSUSA maintains employment records on each employee. Your employment application and all other records that contain specific information about you, become part of your employment record. Information submitted on the employment application or other employment forms are subject to verification by the Company. If the Company determines that you have provided false or misleading information, you may be subject to disciplinary action up to and including termination.

### **Keeping Your Employment Records Up To Date**

Records in your personnel file will be used to notify your family in case of an emergency. We do not keep medical records or work eligibility forms in your personnel file. Please update your records through the Ultipro Self Service Portal. Ensure you keep the following information up to date; name, mailing address, phone number, changes to dependents, marital status, direct deposit information, and emergency contacts. Information in your personnel file is kept confidential.

### **Reviewing your Employment Records**

Employment records are the property of CSUSA and access to the information they contain is restricted. Supervisory personnel of CSUSA who have a legitimate business need to review information, can be granted access. With advanced notice, employees may review their own employment records. If you wish to review your employment records please contact Employee Services.

### **Attendance and Punctuality**

To maintain appropriate coverage, CSUSA expects you to be reliable and punctual when reporting for work. Absenteeism and tardiness place a burden on other employees and on CSUSA. In the rare instances when you cannot avoid being late to work or are unable to work as scheduled, you should notify your School Administrator/Department Manager as soon as possible in advance of the anticipated tardiness or absence.

### **Call-In Procedure**

If it is necessary for you to be late or absent for any reason, you are responsible for following the call-in procedure. While call-in procedures vary by department and location, there are some general requirements that are universal to all employees:

- You should telephone your School Administrator/Department Manager a minimum of one hour before your starting time.
- If you are unable to make a call because of a medical condition, then you should have someone else call in to work for you. It is your responsibility to make contact with your supervisor or designee.
- Provide an explanation of why you are going to be late or absent and when you expect to return to work.
- Leave a phone number where you can be reached.

If appropriate, provide an update on any pending work assignments that may need to be handled in your absence. Your School Administrator/Department Manager may need to reschedule/redistribute your work activities while you are absent. Set the appropriate "out of office" reply for incoming e-mails.

Poor attendance, improper notification and excessive tardiness are disruptive and may lead to disciplinary action, up to and including termination.

## Examples of Conduct Not Permitted

The following are some examples of conduct not permitted. Although it is not possible to list all types of prohibited behavior, below are some examples that may help guide you during your employment. If you are unsure if a specific activity is prohibited, please speak with your School Administrator/Department Manager or Employee Services at any time.

- Failing to provide excellent customer service to parents, students, fellow staff members, visitors or vendors.
- Violations of any of CSUSA's Zero Tolerance Policies.
- Violations of the Code of Ethics.
- Leaving the workplace during working hours without authorization.
- Refusal to follow management's instructions concerning a job-related matter, insubordination.
- Failure to meet performance standards and fulfill job requirements.
- Unauthorized use of Company or customer assets, including equipment, property, information, and funds.
- Violation of CSUSA's Code of Business Conduct; improper use or disclosure of proprietary or confidential Company or customer information.
- Theft, misuse or willful destruction of Company or an employees' personal property.
- Improper, unprofessional, threatening behavior or language while on Company property or Company business.
- Lying to employees, School Administrator/Department Manager or clients.
- Violation of Company safety or security policies or procedures.
- Deliberately interfering with the operations of the Company.
- Inappropriate interactions with students.
- Falsifying any Company record or report, including applications for employment, time sheets and client records.
- Failure to self-report any arrest or conviction of a crime \*

*\*All employees regardless of the job or position you hold must abide by The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida or similar requirements within the state in which you work. As such, all employees must report all/any arrests to their immediate School Administrator/Department Manager (or designee) within 48 hours (or as soon as allowed by the circumstance/police). Failure to report an arrest within 48 hours (or as soon as allowed by the circumstance/police) may lead to immediate termination.*

## Disciplinary Action

CSUSA seeks to resolve performance and conduct problems in a positive and constructive manner. We believe our employees are responsible individuals interested in working together towards common goals.

Improper conduct or work performance may be grounds for disciplinary action up to and including termination. CSUSA will determine the appropriate step in the disciplinary process based upon the severity of the issue. Violations of some policies such as Zero Tolerance Policies may lead directly to termination.

## School Based Employee Dress Code

As a Charter Schools USA employee, we expect each employee to present a clean, neat, professional appearance at all times.

Due to the nature of our business, good judgment is expected when selecting work attire. Employees who work in areas that require climbing, lifting, and kneeling should consider safety factors and wear clothing that is compatible with their job function.

Please ensure your school uniform it is clean and pressed. Employee uniforms must include approved school logo shirts and blouses and proper foot wear.

Footwear should be close toed and have flat or low heels. Shoes should fit securely, have a strapped back and preferably have non-skid soles.

Do not wear shoes that are high heeled, open toed or can be categorized as sandals or flip-flops. This is a safety requirement and will be enforced by your School Administrator. Any additional employee uniform requirements are determined by the School Administrator.

## Support Center Dress Code

If you are an employee that works in the Support Center and are visiting a school, you will need to follow the school based policy for footwear.

Acceptable CSUSA attire for the Support Center is business casual and is described below. Please ask for guidance prior to wearing questionable attire to work. CSUSA reserves the right to send home any employee that violates our dress code, professional appearance or hygiene standards.

- Dresses and skirts that are appropriate length for the business environment. Blouses, sweaters, polo style shirts, shirts with pocket logo of CSUSA.
- Suits, slacks or “Dockers” style pants.
- Business and dress shoes.

## Examples of Unacceptable Attire- School Based and Support Center

Some examples of unacceptable attire for both school based and support center employees include:

- Jeans or denim fabrics.
- Hiking boots, flip flops or thong sandals.
- Sweat suits, sweatpants, sweatshirts, jogging suits (except for PE teachers and coaches). Tight or revealing clothing including leggings worn as pants.
- Bare shoulders, tank-tops, low-cut garments, spaghetti straps or bare midriffs. Hats of any kind are not permitted unless you are a PE teacher or coach. Head coverings for religious purposes are permitted.
- T-Shirts or muscle shirts.
- Any outfit that allows for visible undergarments.
- Clothing should be clean and free of stains. Clothing that is stained, wrinkled, frayed or has holes or tears is not permitted.

Neatness, cleanliness and maintaining hygiene is expected for all employees. Complaints of personal hygiene issues can be sensitive in nature.

Personal appearance and hygiene expectations for all CSUSA employees are listed below:

- Employees’ hair should be well kept. Hair should not be shaved or facial hair.
- Hair styles and colors must be appropriate for the professional work environment. Mohawk style, extreme spiked hair or hair color not occurring naturally are not permitted.
- Visible body piercings in places other than the ears must be covered or removed during work hours.
- No visible tattoos.

## Conflicts of Interest

Employees should avoid conflicts of interest when conducting business with CSUSA.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in personal gain for that employee or for a relative, as a result of CSUSA’s business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No “presumption of guilt” is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose their potential conflicts to any executive of CSUSA. Failure to disclose potential conflicts of interest will lead to disciplinary action up to and including termination.

## Outside Employment and Community Service

CSUSA does not limit an employee’s activities during non-working hours. Other employment or community service initiatives should not interfere with your current CSUSA work schedule or create a conflict of interest.

## Confidentiality

Your position at CSUSA may provide you with access to confidential information. The release of confidential information or trade secrets, whether intentional or unintentional, can injure the Company financially and competitively. Confidential information includes, but is not limited to, the following examples:

- New or existing methods and research materials.
- Pending projects and proposals.
- Proprietary production processes.
- Research and development strategies.
- Technological data.
- Technological equipment and prototypes.
- Instructional methods.
- Strategic plans.
- Student or employee information.

All Company records and information relating to the Company or its clients are confidential and employees must treat all matters accordingly. No Company or Company related information, including without limitation, documents, notes, files, records, oral information, computer files or similar materials may be removed from the Company's premises without permission from the Company.

Additionally, the contents of the Company's records or information obtained in reference to business may not be disclosed to anyone, except where required for business purposes. Employees that are unsure about the confidential nature of specific information should seek approval prior to releasing any information.

Any breach of confidentiality will be taken very seriously and may result in disciplinary action up to termination and possibly legal action.

## Inventions, Proprietary Rights and Non-Compete Agreement

As an employee of CSUSA you are required to sign a Confidentiality and/or Non-Compete Agreement. This agreement addresses inventions, proprietary rights and non-competition as a condition of employment. You should read this Agreement carefully for additional information regarding your responsibilities to protect the Company's information.

Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment.

## Nepotism

CSUSA requires full disclosure of the identity of all "relatives" who are seeking employment or to establish a business relationship with CSUSA. All requests to hire a relative of an employee must be approved prior to the extension of an employment offer.

For the purpose of this policy, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, cousins, nephew, niece, husband, wife, in-laws, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

CSUSA includes domestic partners or those involved in romantic relationships in this policy. To avoid a conflict of interest, employees should disclose and obtain approval from the Chief Academic Officer prior to extending an offer of employment or entering a business relationship with a "relative".

## Personal Relationships

Our company understands that family relationships, consenting romantic or personal relationships between employees may occur. It is not appropriate, under any circumstances, for members of management or supervisory staff to develop romantic relationships with their direct reports.

The Company does not intend to inhibit social interaction between employees. Social activities can be an important part or extension of the working environment. If a romantic or personal relationship between employees should develop, it is the responsibility and mandatory obligation of the employees involved to promptly disclose the existence of the relationship to Employee Services.

Upon disclosure of a relationship, the Company may take steps to redistribute the involved employees. At a minimum, the employees will not be permitted to work together on the same matters. The company may also withdraw the managing or supervisory personnel from participation in decisions regarding hiring, evaluations, promotions, compensation, work assignments and discipline. Any person who believes that he or she has been adversely affected by such a personal relationship is encouraged to report the issue to Employee Services.

Personal relationships should never interfere with CSUSA operations. If a relationship causes issues within the workforce the employees involved may be subject to disciplinary action up to and including termination.

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## Section 4 Information Technology

- Social Media Policy Guidelines
- Computers and Communication Systems
- Electronic Mail (E-mail)
- Personal Computers and Software Applications
- Internet
- Telephones and Voice Mail

*“Perhaps the most accurate term for happiness, then, is the one Aristotle used: eudaimonia, which translates not directly to “happiness” but to “human flourishing.”*

**— Shawn Achor**

# Information Technology Social Media Policy Guidelines

The Social Media Policy is designed to protect the privacy, confidentiality, business interests and reputation of CSUSA. When you are participating in social networking, you are representing both yourself and CSUSA. It is not our intention to restrict your ability to have an online presence. We believe social networking is a very valuable tool.

All school administrators, faculty and staff shall use caution and good judgment when using electronic communications and social networking sites. Any information posted on or communicated through a social networking site shall not bring disfavor, embarrassment or condemnation to any employee, student or any member of CSUSA.

CSUSA prohibits communications relayed to current or former students via electronic communications such as texting, Facebook, and all other social media networks. All communications to students should be conducted via the school issued email addresses or through school approved applications such as Edmodo. Communications should be professional in nature and related to a student's academic progress or school activities.

Do not post photos or obscenities that can damage both your reputation as well as that of CSUSA. As an employee, be aware that you are responsible for the content you post. Use privacy settings on your personal accounts when appropriate. Remember, the Internet is immediate and nothing posted is ever truly private nor does it expire.

For the purposes of this policy "social media" is defined as: Computer-mediated tools that allow people, companies and other organizations to create, share, or exchange information, career interests, ideas, and pictures/videos in virtual communities. Examples of social media include, but are not limited to, Facebook, MySpace, Twitter, LinkedIn, Instagram, Pinterest, YouTube, Snapchat, Google+, flicker, tumblr, Vine, Vimeo and Yelp. Any sites that allow for online collaboration, sharing or publishing platforms, whether accessed through the web, a mobile device, text messaging, email or any other existing or emerging communications platform.

Social media posts are defined as blog posts, blog comments, status updates, text messages, posts via email, images, audio recordings, video recordings or any other information made available through any social media outlet. Social media posts are the actual communications a user distributes via social media.

Policy Guidelines:

- Employees should not use or post to social media during work hours.
- Employees should not use company or personal devices to access or post on social media networks while at work.
- Only employees officially authorized by CSUSA may use approved social media outlets to speak or post on behalf of CSUSA.
  - This will be a part of your CSUSA job description.
- Employees are restricted from disclosing the details of any CSUSA activity or business dealings on social media.
  - Do not post any financial, confidential, sensitive or proprietary information about CSUSA or any of our students, faculty, administrative staff or employees.
- Employees, specifically teachers and administrative staff, are prohibited from using social media to contact or communicate with any current or former students.
- Do not use social media to vent personal complaints about supervisors, co-workers, students, parents, vendors or the company.
- If you see unfavorable opinions, negative comments or criticism about CSUSA, immediately forward this information to your School Administrator or Employee Services.
- Information on your networking profile is public, even if posted under a pseudonym, your identity can still be revealed.

CSUSA may monitor content on the internet and social media and reserves the right to remove or request removal of posts that violate this policy. If you have any questions or concerns about this policy or specific posts, please contact Employee Services.

Failure to comply with the Social Media Policy may result in disciplinary action, up to and including termination or civil or criminal penalties as provided by law.

### **Computers and Communication Systems**

CSUSA's computer systems are for the sole use of CSUSA and its employees. Computer systems and services include, but are not limited to: printers, servers, workstations, computers, laptops, software, computer files, internal/external communication networks, internet, commercial online services, bulletin board systems, email systems, telephone systems, long distance services, voicemail, mobile devices, pagers, video equipment and their recordings that are utilized directly or indirectly by CSUSA.

As an employee, you are responsible for using these resources and services in an efficient, effective, ethical, professional, and lawful manner. All communications transmitted by, received from, or stored in these systems are the sole property of the Company. All communications are subject to review and monitoring by CSUSA. Employees should have no expectation of privacy in such communications.

The following guidelines apply to all users of computer systems and services, no matter where the users are located. The term "users" refers to all employees, independent contractors, persons or entities accessing CSUSA computer systems and services. The CAO must approve access to any of these services by non-employees.

Computers and computer accounts are provided to assist employees in the performance of their jobs. Users should have no expectation of privacy in anything created, sent, received, or downloaded on the computer or communication system. CSUSA is not responsible for the actions of individual users who violate this policy.

The computer and communication systems belong to CSUSA and should be used for business purposes only. The Company reserves the right to monitor the operation of these systems, to access all records within them, and to retain or dispose of those records as it deems necessary. Violations of the Computer Usage policy will be subject to disciplinary action including but not limited to termination.

Users are governed by the following provisions, which apply to all computer systems and services:

- Users must comply with all software licenses, copyrights, and all other state and federal laws governing intellectual property.
- Fraudulent, harassing, embarrassing, indecent, profane, obscene, intimidating, or other unlawful material may not be sent by email, downloaded by other form of electronic communication, or displayed on or stored in Company computers. If you encounter, or receive such material, you should immediately report the incident to your School Administrator/Department Manager or Employee Services. CSUSA's computer systems and services may not be used for the transmission or storage of commercial or personal advertisements, solicitations, promotions, destructive programs (viruses and/or self-replicating code), political material, obscene material or any other unauthorized or personal use.

### **Electronic Mail (E-mail)**

The electronic mail, or e-mail system is the property of CSUSA and is used in conducting Company business. All communications and information transmitted by, received from, or stored in this system are records and property of the Company. Employees should have no expectation of privacy when using Company e-mail.

For security and operational purposes, CSUSA will monitor and/or retrieve messages, communications, material and attachments sent through these systems. Only authorized personnel are able to access individual employee e-mail accounts. Authorized employees shall follow CSUSA procedures and submit an "Access Request form" to the Information Technology Department and will receive approval prior to accessing any employee accounts.

CSUSA expects its employees to maintain organized electronic documents and contact information files. Employees are not to e-mail documents or materials to persons who are not authorized to receive or review such materials.

The following additional guidelines apply to the use of CSUSA's e-mail system:

- Employees have no right of privacy in any material stored in, created, received, or sent over the e-mail system.
- In its discretion as owner of the email system, the Company reserves and may exercise the right to monitor, access, retrieve, and delete any items stored in, created, received, or sent over the e-mail system, for any reason and without the permission of any employee.
- Any password used by employees must be shared with the Information Technology Department.
- CSUSA has the right to retrieve and read any e-mail messages.
- The Company's policies against sexual or other harassment apply fully to the e-mail system, and any violation of those policies is grounds for disciplinary action, up to and including termination.
- No e-mail messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law.
- Do not send personal messages or jokes using the Company's e-mail. Even if the material is not offensive, you should not encourage the use of e-mail for non-business related activities. If you receive non-business related messages, jokes or related files from someone else, delete the messages and refer that person to CSUSA's policies. If the activities continue, contact your School Administrator/Department Manager.
  - If you receive a chain e-mail message, do not respond to it.
- Your CSUSA email identity photo will be limited to appropriate professional headshots only. No other types of photos or images may be uploaded in the place of the employees' head shot photo.

### Personal Computers and Software Applications

The Information Technology Department are the only persons authorized to install software on company owned computers. If you need particular software, contact your supervisor or Information Technology to authorize the use of the software, if approved they will arrange to install it on your computer.

Any duplication of copyrighted software or data, except for backup and archival purposes, is a violation of both Company policy and the law. Software can only be used according to the software licensing agreement. No unlicensed software may be used or installed on the Company's computers. CSUSA may delete any unlicensed software or personal software without notice to the employee.

The computer assigned to an employee is the employee's responsibility. As such, it is the employee's responsibility to take precautions to secure it from use or abuse by another individual. The employee is responsible for immediately reporting any unlawful activity involving their computer. The data the employee works with may be more valuable and more difficult to replace than the hardware or software used to access it. Unauthorized use or misuse of the Company's computer systems and services may result in disciplinary action, up to and including termination.

The following outlines some of the responsibilities and guidelines regarding computer use and security:

- Employees are responsible for safeguarding their passwords for the system. Individual employee passwords should not be printed, stored online, or given to others. Sharing of passwords is prohibited.
- Consult the Information Technology Department for instructions on backing up files or for any other questions.
- Employees should not read, alter or copy a file belonging to another user without first obtaining permission from the owner of the file. The ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file.

### Internet

CSUSA provides internet access to assist employees in obtaining work related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage.

- All internet data that is composed, transmitted, or received via the Company's computer communications systems is considered to be a part of the official records of CSUSA and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained on websites they view, email messages, and other transmissions is accurate, appropriate, ethical, and lawful.

- Data that is composed, transmitted, accessed, or received via the Internet must not contain material that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person.
  - Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, age, sex, pregnancy, religious or political beliefs, national origin, citizenship, veteran status, disability, sexual orientation, or any other characteristic protected by law.
- Abuse of the Internet access will result in disciplinary action, up to and including termination of employment. Employers may also be held personally liable for any violations of this policy.

CSUSA reserves the right to review and monitor Internet usage including sites visited and time spent on those sites.

### **Telephones and Voice Mail**

The telephone system is the property of CSUSA and the purpose of the phone system is to promote the business of CSUSA. To ensure effective telephone communications, employees should always use a proper greeting and speak in a courteous and professional manner consistent with the Company's "Red Carpet Customer Service Standards". Please confirm information received from the caller, and hang up only after the caller has done so.

The voicemail system is intended to send and receive business-related messages. It is not designed as a storage medium for personal messages. Voicemail messages should be checked and cleared daily. Saving multiple voice messages for an extended period of time can negatively impact system performance.

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## Section 5 Safety and Security

- Safety
- Safety Communications
- Making Safety Suggestions and Reporting Violations
- Company Equipment and Vehicles
- Personal Vehicles used for Company Business
- Vehicle Safety Guidelines
- Video Surveillance - Schools and Support Center
- Management of Video Surveillance Systems
- Video Surveillance and Footage Request
- Parking
- Visitors in the Workplace
- Emergency Closures

*“The mental construction of our daily activities, more than activity itself, defines our reality.”*

**– Shawn Achor**

# Safety and Security

## Safety

CSUSA conducts its operations in a manner to eliminate or minimize hazards, avoid accidents involving injury to personnel or damage to company property. CSUSA will follow all applicable federal and state OSHA programs (Occupational Safety and Health Administration).

All employees are charged with personal responsibility for constant adherence to safety procedures. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices. Employees must take responsibility for following safety rules or recommendations. Supervisors are not authorized to change the duties of an employee's job functions to something that they are not trained to safely perform. All employee accidents that result in any level of medical treatment, must be reported to the Risk Management Department within 24 hours. The incident must also be reported in your location's OSHA 300 log, and must be available for review by auditors in accordance with state and federal laws.

It is important that you consider the work environment when determining proper attire and footwear. We do not allow employees to wear open toed shoes or high heels in schools, due to the work environment, student traffic and the flooring. All employees should also consider these factors when preparing to visit a school. See our Dress Code Policy for more information.

## Safety Communications

CSUSA provides information to employees about workplace safety and health issues through regular internal communication channels such as department meetings, bulletin board postings, memos, or e-mails. Each employee is responsible to read and review these communications and ask questions if necessary.

## Making Safety Suggestions and Reporting Violations

If you have ideas, concerns, or suggestions for improved safety in the workplace, you are encouraged to bring them to your School Administrator/Department Manager or Employee Services. All reports can be made without fear of reprisal.

## Company Equipment and Vehicles

The Company provides supplies equipment, vehicles and materials necessary for its employees to perform their jobs. These items are to be used strictly for business purposes. Employees are expected to exercise care when using Company equipment and property.

Lost, damaged, or stolen Company property should be reported immediately to your School Administrator/Department Manager. Negligence in the care and use of Company property may be grounds for disciplinary action, up to and including termination.

Do not leave your laptop in a car where it could be seen and stolen. Do not leave your items unattended in public places. It is the sole responsibility of the person assigned each device to oversee its return. If your items are lost or stolen, report the issue to your School Administrator/Department Manager immediately. If school provided equipment is lost, stolen or damage as a result of negligence on the part of the employee, that employee may be responsible for the cost of its replacement.

The Company's equipment, such as telephones, postage, facsimile and copier machines, is intended for business use. Personal usage of these or other equipment that results in a financial loss to the company should be reported to your School Administrator/Department Manager so that reimbursement arrangements can be made.

Upon termination of employment, the employee must return all Company property, equipment, work product and documents within their possession.

## Personal Vehicles used for Company Business

Only employees with an unrestricted, current driver's license may operate a vehicle to conduct Company business. A Motor Vehicle Request (MVR) may be requested for employees or applicants who will be driving a rental or personal vehicle for Company business. This applies to all employees and applicants for employment who are responsible for operating a motor vehicle as a primary job function. CSUSA may, at its discretion, add these requirements to other employees that drive occasionally for work purposes.

Any employee who uses a personal vehicle for any Company business must be on the approved driver list. In addition, the driver may be requested to provide insurance documentation that shows limits of liability of at least \$100,000 - \$300,000 - \$50,000. The documents must show current coverage, and the employee may be asked to produce updated documentation at any time.

## Vehicle Safety Guidelines

All Company-approved drivers are required to:

- Maintain a valid driver's license and have a current, acceptable MVR on file.
- Drive defensively and anticipate driving hazards.
- Comply with all applicable motor vehicle laws, operating regulations and registration requirements.
- Wear a safety belt as a driver or passenger in all vehicles used for Company business.
- Do not drive under the influence of drugs or alcohol.
- Report all accidents to your School Administrator/Department Manager immediately, providing full factual information about the accident including a copy of the police report if applicable.
- Report any changes in the status of your driver's license (e.g., revocation or suspension, DUI, violations of law, etc) to your School Administrator /Department Manager immediately.
- Mandatory state laws must be followed for in-vehicle use of mobile devices.

## Video Surveillance - Schools and Support Center

CSUSA uses video surveillance and recording systems at its schools and the Support Center to ensure the safety and security of our children, our employees and our assets. The primary purpose of the video surveillance system is to allow the after-the-fact investigation of crimes or inappropriate behavior committed against the company, employees, or our scholars. The system may also be used to assist in the investigation of certain types of occupational health and safety violations. Video surveillance protects our employees from false accusations.

Video surveillance cameras are generally not used to observe employee work areas, and are never used in areas where employees would have an expectation of privacy, such as restrooms or locker rooms. The video surveillance system is not intended to be used as a method of tracking the work habits or productivity of individual employees.

A security officer may not be actively monitoring cameras at all times and employees should not have an expectation that they are under continuous surveillance when they are in range of a camera. The footage from all cameras is recorded for the purpose of analysis and later review. It is used to assist the Support Center and school leadership in conducting investigations.

## Management of Video Surveillance Systems:

The Support Center is responsible for the management of all video surveillance systems used in the schools and Support Center. No other video surveillance systems can be utilized without the knowledge and approval of CSUSA.

- Recorded video is used exclusively for safety, security and human resource investigations. The Support Center is responsible for the management of the video surveillance system and has exclusive control of the release of video recordings produced by this system.
- Requests to provide video recordings directly to non-employees (such as parents, tenants, neighbors, etc.) will not be accommodated.
- All requests for video recordings by law enforcement agencies must be submitted to your Regional Director at the school and Employee Services at the Support Center.

- Video associated with a specific safety, security or human resources investigation is stored for the duration of the investigation, or until this evidence is no longer required by law to support civil or criminal proceedings.

### **Video Surveillance and Footage Request**

This policy establishes a standard process to request video surveillance footage and surveillance system credentialing to maintain control of CSUSA's video surveillance footage.

Requests for video surveillance footage shall be submitted to the CAO office. Requests must include specific dates, times and the cameras desired. Every attempt will be made to recover recorded video and deliver it to the authorized person as soon as possible.

- Any footage transferred to an authorized person must be deleted upon completion of the investigation. The deletion date will be specified by General Counsel or by other relevant legal agreements, whichever is later.
- Footage will be transferred to third parties upon receipt of formal request to the CAO, and after consultation with General Counsel and approval by the CEO.

### **Parking**

CSUSA is not responsible for any damage that occurs to your vehicle while parked at any CSUSA location or while on company business.

### **Visitors in the Workplace**

To provide for the safety and security of our employees, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors must enter through reception areas and must check in with the Receptionist or front office at the school. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors while on site.

If an unauthorized individual is observed on CSUSA's premises, employees should immediately escort the individual to the reception area, and, if necessary, notify their School Administrator/Department Manager or the police.

### **Emergency Closures**

At times, emergencies such as severe weather, fires, power failures, earthquakes or hurricanes can disrupt operations. In extreme cases, these circumstances may require the closing of a work facility or school. In all instances the desired outcome is to act in the best interest of our students and their safety. If emergency conditions exist, please consult your local emergency procedures and call the appropriate location for a message or contact your School Administrator/Department Manager.

All schools should follow the disaster guidelines of the districts where they are located. Contact your School Administrator/Department Manager with questions.

When CSUSA Support Center operations are officially closed due to emergency conditions please see the appendix for a copy of the CSUSA Support Center disaster procedure. In cases where an emergency closing is not authorized, employees who fail to report for work will be required to use PTO or take time off work without pay.

## Section 6 Pay Related Information

- Compensation
- Confidentiality of wages
- EMPLOYMENT CATEGORIES
- Stipends and Other Supplemental Payments
- Time Keeping and Pay Records
- Meal Periods
- Work Schedule
- Overtime
- Pay Procedures- Overpayments and Holidays
- Direct Deposit/Payroll Check
- Escrow Pay
- Travel and Expense Policy
- Travel
- Professional Memberships
- Training, Conferences, Short Courses and Seminars

*“When we are happy—when our mindset and mood are positive—we are smarter, more motivated, and thus more successful. Happiness is the center, and success revolves around it.”*

**— Shawn Achor**

# Pay Related Information

## Compensation

CSUSA's goal is to compensate its employees in a fair and competitive manner, based on the responsibilities of each job, the Company's overall growth performance, and other business conditions affecting wages on an annual basis. In addition, our goal is to reward employees for their performance, achievements and contributions to the Company's success.

After the first year of employment, wages and performance are normally reviewed annually, but a review does not guarantee an increase. All salaries, bonuses, stipends and extra pay are taxable. Our philosophy is to pay for performance. Pay increases are based solely upon individual merit and business conditions.

## Confidentiality of wages

Employment and wage information is confidential and should not be discussed with peers, parents, students, or vendors.

## EMPLOYMENT CATEGORIES

### Exempt/Non-Exempt

Under the Fair Labor Standards Act, there are two categories of employees – exempt and non-exempt.

- Exempt employees are not eligible for overtime pay. Normally exempt employees are paid on a salary basis regardless of hours worked in a pay period. Exempt employees are usually managers and their compensation will meet the federally approved minimum compensation standards.
- Non-exempt employees must keep records of their hours worked and must be paid overtime for any hours worked over 40 in a work week. Other earning categories like PTO or Holiday pay is not included in the overtime calculation.

### Full-Time/Part-Time/Temporary

At the time you are hired, your position is categorized as full-time, part-time, or temporary. At that time you will be informed of any benefits for which you are eligible. CSUSA employment categories are defined as:

#### Full Time

A full-time employee works a minimum of 30 hours per week. Although occasional fluctuations in working hours may occur, a full-time employee must average over 30 hours to maintain full-time status.

#### Part Time

Part time employees work a regular schedule less than 30 hours per week.

#### Temporary

A temporary employee is hired for a specified project or time frame and may work an irregular schedule.

#### Daily Substitutes

A daily substitute is hired for the purpose of filling in for absent instructional educators. They are on-call and can be hired for 1 day at a time. Daily substitutes are paid hourly and are usually not benefit eligible.

## Stipends and Other Supplemental Payments

For certain duties and responsibilities outside of an employee's normal duties, CSUSA may provide a stipend.

Department Managers are responsible for allocating stipends in accordance with the Compensation Plan and Budgeting Guidelines, please see appendix. Examples of employee stipends include, but are not limited to Department Chairs, Lead TLCs, CRT's, and employees who perform extra duties for a specific period of time.

## Time Keeping and Pay Records

The attendance of all employees must be recorded and submitted to the Payroll Department weekly through the electronic Time and Attendance System. The payroll week begins on Sunday and ends on Saturday. It is each employee's responsibility to clock in and out each day. Any errors in timeclock usage need to be reported to your School Operations Administrator or Department Manager in writing as soon as possible.

All employees are paid semi-monthly on the 15<sup>th</sup> and last day of each month. Paychecks are two weeks in arrears. To process payroll efficiently, all time sheets must be approved according to the deadlines set forth by the Payroll Department. Attendance records need to be an accurate reflection of actual time worked, so use caution when documenting your time. All employees must document their used PTO in the timekeeper system.

Employees are not permitted to work "off the clock," including working through meal breaks or after scheduled work hours. CSUSA does not offer compensatory or "comp" time. Altering, falsifying or tampering with time records, or recording time on another employee's time sheet may result in disciplinary action, up to and including termination.

## Meal Periods

Full time hourly employees are generally provided with one unpaid meal period per day. The meal period should be a minimum of 30 minutes up to a maximum of one hour each workday. Employees are relieved of all work responsibilities during meal periods. Hourly employees cannot perform any work during their meal period and they will not be compensated for that time. Hourly employees must clock out for their meal period.

Skipping a meal break to leave early or to get additional pay is not permitted. Occasionally shortened meal periods may be necessary to accommodate workloads.

## Work Schedule

The normal work schedule for most full-time employees is 8 hours a day, 5 days a week. If you take a 1 hour lunch break, you are expected to work a 9 hour day. School Administrator/Department Managers will advise employees of their work schedules at time of hire. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

It is recommended that hourly employees report to work no more than 15 minutes prior to their shift. Hourly employees should clock out and leave the building within 15 minutes of the end of their shift. All overtime must be approved by your direct supervisor in advance, in writing.

## Overtime

When operating requirements or other needs cannot be met during regular working hours, employees will be given the opportunity to volunteer for overtime hours. If not enough people volunteer to meet work needs, employees may be required to work overtime. Overtime assignments will be distributed as equitably as possible. Any overtime hours worked must be approved in advance, in writing.

## Pay Procedures- Overpayments and Holidays

CSUSA takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck. It is the responsibility of each employee to report any errors or concerns with their paycheck as soon as possible. If you receive an overpayment, it is your responsibility to report the overage to the Payroll Department at the Support Center or to your SOA. CSUSA will work to set up repayment options for any overpayments.

In the event that a regularly scheduled payday falls on a holiday, employees will receive pay on the last day of work before the regularly scheduled payday. Underpayments and overpayments will be adjusted on the next pay period unless the amount creates a hardship for the employee.

## Direct Deposit/Payroll Check

CSUSA encourages employees to be paid through direct deposit of funds into either a savings or checking account at the bank of your choice. This can be set up during the on-boarding process. If unable to provide direct deposit information, the employee will be paid via live check.

If an employee selects to be paid via direct deposit, the second paycheck after selecting the direct deposit option, will be electronically deposited into their account. CSUSA is not responsible for delayed payments due to natural disasters, the company strongly encourages all employee is use direct deposit.

### **Escrow Pay**

Instructional employees that work 10 months out of the year, have the option to receive compensation year round. Wages are withheld during the 10 working months and then paid out during the summer months. The withheld wages are referred to as escrow. Upon separation of employment, instructional 10 month employees will receive all escrowed wages.

### **Travel and Expense Policy**

Your duties as an employee may require you to travel. The Travel and Expense Policies set the guidelines on acceptable travel and business expenses, expense reports and the approval process. All expenses should cover the employee's actual reasonable expenses while conducting business away from home on behalf of the Company or as associated with a business event. No personal expense should ever be charged to the Company. You are responsible to know the limits of the Travel and Expense Policy. Seek the proper advanced approval through your School Administrator/Department Manager.

Submit your travel expenses on the approved expense report along with all original receipts. For further information, review the Travel and Expense Policy in the appendix.

### **Travel**

Employees can arrange their travel through CSUSA's authorized travel service, Travizon. Employees should contact their School Administrator/Department Manager for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

With prior approval, employees on business travel may be accompanied by a family member or other persons when it does not interfere with the successful completion of business objectives. With prior approval, employees may be permitted to combine personal travel with business travel. Additional expenses arising from such non-business travel are the sole responsibility of the employee. CSUSA will not reimburse for alcoholic beverages.

Employees must provide itemized business receipts in order to be eligible for reimbursement. Abuse of the Travel and Expense Policy, including falsifying expense reports to reflect costs not incurred by the employee for business purposes, can be grounds for disciplinary action, up to and including termination of employment. Expenses associated with mandatory company meetings are paid by the Company.

### **Professional Memberships**

Employees are encouraged to become actively involved with professional associations to promote CSUSA as well as gain exposure by serving on boards, as officers, and by presenting technical papers. With prior management approval, CSUSA may pay membership dues and other associated fees for professional organizations where membership has a direct impact on CSUSA's operations.

### **Training, Conferences, Short Courses and Seminars**

CSUSA may pay all or a portion of the cost for job related conferences, courses and seminars. Employees must have prior written approval by their School Administrator/Department Manager and the CAO. The course must be directly related to a Professional Development Plan and have a direct impact on CSUSA's operations.

## Section 7 Benefits

- Eligibility for Benefits
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- CSUSA Retirement Plan
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- Domestic Violence Leave
- Jury Duty/Court Duty
- Voting
- Workers' Compensation

*“When we encounter an unexpected challenge of threat the only way to save ourselves is to hold on tight to the people around us and not let go.”*

— Shawn Achor

# Benefits

CSUSA has established a variety of benefits programs designed for our employees. During the open enrollment period each year, the benefits team creates a CSUSA Benefits Guide. All questions regarding benefits should be referred to the CSUSA Benefits Guide. This employee handbook outlines a general overview of our benefit plans.

## Eligibility for Benefits

At the time you are hired, you are categorized as a full-time, part-time, or temporary employee. Full time employees are defined as employees that work 30 or more hours per week. Only full time employees are eligible for benefits.

After successfully electing benefit options, full time employees' benefits become active on the first of the month following 60 consecutive days of employment. Employees in Indiana are benefit eligible on the first of the month after their date of hire.

Our current plan options include Medical, Dental, Vision, Short and Long term Disability, Life, Flexible Savings Account (FSA) and Health Savings Account (HSA).

Each employee must elect benefits prior to the date of eligibility. If you do not elect benefits prior to the date of coverage, will not be able to until the next open enrollment period unless there is a qualifying event. If you have a qualifying event, yn of the occurrence. If you do not change coverage within 30 days of the, you will forfeit eligibility until the next open enrollment period.

A qualifying event includes legal separation, divorce, death of a covered dependent, termination of employment, loss of other coverage, marriage, birth, adoption, or placement for adoption.

## Pension Plan Eligibility

Indiana, Illinois and Georgia offer pensions to qualified employees that work in those states. For additional information regarding pension eligibility and enrollment, please refer to your CSUSA Benefits Guide.

## CSUSA Retirement Plan

A 401(k) Retirement Savings Plan is available to qualified employees who are at least 21 years of age. Applicable employees may enroll in the plan on the first day of the quarter after completing 60 days of service. The first day of the quarter is either January 1, April 1, July 1 or October 1 after the completion of 60 days of continuous service. The 401k plan is a voluntary savings plan. This plan permits an employee to set aside money pretax through payroll deductions. Employees may contribute a percentage or a specific dollar amount of their salary.

- CSUSA will match 25% up to the first 6% the employee contributes.
- CSUSA matched funds become vested 25% year over year with the total vested after 4 years.
- Employee may roll over funds from other plans at any time.
- 

For additional information please refer to the CSUSA Benefits Guide.

## Employee Assistance Program (EAP)

CSUSA offers all employees' access to an Employee Assistance Program. This program is designed to offer counseling and other services to employees, their dependents and all members of their household in times of need. The EAP is a free service that is available 24-hours a day, 365 days a year.

The EAP can provide assistance with:

- Emotional wellbeing and life event
- Family and caregiving resources
- Health and wellness resources
- Daily living resources
- 1-3 free in-person counseling sessions

For additional information please refer to the CSUSA Benefits Guide.

## Holidays

Holidays and breaks observed by the school districts are not considered part of CSUSA's calendar. CSUSA grants holiday time to all full-time eligible employees for the holidays listed below:

**New Year's Day (January 1)**

**Martin Luther King, Jr. Day (3rd Monday in January)**

**Presidents' Day (3rd Monday in February)**

**Memorial Day (Last Monday in May)**

**Independence Day (July 4)**

**Labor Day (First Monday in September)**

**Thanksgiving (Fourth Thursday in November)**

**Day after Thanksgiving**

**Christmas Eve (December 24)**

**Christmas Day (December 25)**

**New Year's Eve (December 31)**

If a holiday falls on a weekend, the holiday will typically be observed on that Friday or Monday. CSUSA reserves the right to adjust the observance of the holiday to another day as needed for operational requirements.

CSUSA recognizes and provides the listed holidays for its employees. From time to time our services may be required on holidays and depending on the business situation, employees may be required to take an alternate day off.

If employees would like to observe holidays other than what is listed above, they may utilize their available PTO as long as it is approved in advance by their School Administrator/Department Manager.

## Holiday Pay Considerations

If a recognized holiday falls during an eligible employee's pre-approved paid time off (PTO), holiday pay will be used instead of PTO.

- Employees will be paid their regular rate of pay for each 8 hour holiday.
- Employees may not elect financial compensation in lieu of taking time off for a holiday.
- Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.
- Employees must have worked or have authorized PTO on the day before and the day after a holiday in order to be paid holiday pay.

## Paid Time Off (PTO)

Temporary and part-time employees are not entitled to PTO. PTO accrues per pay period. Fulltime employees are not eligible to use PTO until they have completed 30 days of employment with CSUSA. All time must be accrued before it can be taken. If an employee uses more PTO than they have accrued, they will owe those funds back to the company. If an employee leaves CSUSA prior to refunding their PTO time, the employee acknowledges and agrees that the Company may deduct the amount equal to the borrowed PTO time from the employee's final paycheck.

## Paid Time Off Accrual

10 month fulltime school based employees accrue PTO time on each paycheck throughout the school year.

- 12 month fulltime school based employees and full time Support Center employees accrue PTO per paycheck from January 1<sup>st</sup> through December 31<sup>st</sup>.
- All employees must complete 30 days of consecutive employment before utilizing any PTO.
- PTO accrual rates are determined by length of service and by employment status.

Length of Service	Full Time 10 Month Employees	Total PTO Days accrued per year	All Full Time 12 Month Employees, Deans and Support Center	Total PTO Days accrued per year	School Based Administration-Principal, AP and	Total PTO Days accrued per year
Date of hire to 5 years of service	3.20 hours of PTO per pay period	8 days per year	5.33 hours of PTO per pay period	16 days per year	7.00 hours of PTO per pay period	21 days per year
6 to 10 years of service	3.20 hours of PTO per pay period	8 days per year	7.00 hours of PTO per pay period	21 days per year	7.00 hours of PTO per pay period	21 days per year
11 years and more	3.20 hours of PTO per pay period	8 days per year	8.67 hours of PTO per pay period	26 days per year	8.67 hours of PTO per pay period	26 days per year

### Using your PTO time

We rely on you to be at work as scheduled, so advanced notice is important when requesting to use PTO time. CSUSA provides 10-month instructional staff the ability to cash out their unused PTO that cannot be rolled over.

10 month instructional exempt staff may opt to cash out up to 8 PTO days (64 hours) at the end of the school year. Payout will not exceed \$90.00 per PTO day. PTO cash out reduces the need for substitutes and more importantly helps provide the best quality of instruction for our students.

PTO may be taken at any time during the year, but must be scheduled to avoid conflicts with other company employees' PTO and work demands.

- PTO time may be taken in pre-approved four hour or eight hour increments.
- PTO days should be approved by the employee's School Administrator/Department Manager at least two weeks prior to the anticipated time off, whenever possible.
- A maximum of 5 days (40 hours) of PTO can be carried over from year to year. All PTO time in excess of 40 hours will be purged.
  - Only 10 year.
- Designated company holidays will not be counted as PTO if they should fall within the period of time the PTO was requested.
- PTO will be scheduled in the best interest of the Company and the employee. Seniority will determine priority for PTO in the case of conflicts.

### FMLA Leave (Leave under the Family Medical Leave Act)

It is the policy of this Company to provide up to 12 workweeks of unpaid, job-protected leave in a "rolling backward" 12-month period to "eligible" employees for certain family and medical reasons in accordance with the Family and Medical Leave Act.

### OLA Leave (Leave under Other Leave of Absence)

The Company may provide a leave of absence, for up to a maximum of 12 weeks for employees that may not be eligible for FMLA. This leave is based on a "rolling backward" 12-month period, is unpaid, and is not job protected. This leave may be provided only to full time employees who DO NOT meet the FMLA Leave eligibility criteria. OLA is granted solely at the discretion of Senior Leadership (which currently consists of the Chief Academic Officer, the Vice President of Human Resources, and the Director of Compensation and Benefits) and for a specific time period. Employees applying for OLA must comply with the same leave request and notification process as required under the Company's FMLA Leave Policy. Further, any employee granted an OLA Leave must comply with the same leave notification and certification requirements as required under the Company's FMLA Leave Policy.

## **FMLA LEAVE ELIGIBILITY**

To be eligible for leave under FMLA, employees must meet the following conditions:

- 1) The employee must have worked for the employer for 12 months or 52 weeks, and
- 2) Worked at least 1,250 hours during the 12-month period immediately preceding the leave request, and
- 3) The reason for leave is one of the following:
  - *Birth, adoption, or foster care placement of a child within 12 months of birth or placement, or*
  - *To care for the employee's spouse, child or parent with a serious health condition, or*
  - *A serious health condition of the employee that renders the employee incapable of performing the functions of his/her job, or*
  - *Any "qualifying exigency" that arises from an employee's spouse's, child's, or parent's active duty in the Armed Forces National Guard, Reservists and retirees, including an order or call to duty to a foreign country, or*
  - *To care for family members (employee's spouse, son, daughter, parent or next-of-kin) who had a serious injury or illness on active duty for up to five years after their separation (under conditions other than dishonorable) from military service or have suffered from a preexisting serious injury or illness that was aggravated by active duty service in the military.*

### **FMLA and OLA Leaves Advanced Notice**

If a leave is foreseeable (such as planned surgeries or normal births), the employee is required to provide 30 day verbal or written notice and make a reasonable effort to schedule time off so that it is least disruptive to the operations of the employer. If an employee fails to provide 30 days' notice for foreseeable leave with no reasonable excuse for the delay, the leave request may be denied or delayed until at least 30 days from the date the Company receives notice.

If the need for a leave is unforeseeable (such as a serious injury in a car accident or a premature birth), then the employee is required to give as much notice as soon as possible to the Company, and, in no event, more than two days after knowledge of the need for a leave.

### **FMLA and OLA Leave Certification**

When leave is requested supporting documentation for the reason of the leave may be required. This may include physician certification, military orders, court orders, etc. Cigna will notify an employee of the required documentation(s). The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Cigna will provide individual notice of rights and obligations to each employee requesting leave within (7) business days or as soon as practicable in writing or orally). The Company has the right to ask for a second opinion if it has reason to doubt the certification or may request recertification relating to the leave on a reasonable basis.

If an employee takes leave for a condition that progresses into a serious health condition the Company may designate all or some portion of the earlier leave taken as leave under this policy, to the extent that the earlier leave meets the necessary qualifications.

## **Duration of Leave**

### **FMLA Leave**

Allows a maximum of 12 workweeks in any 12-month period. The 12-month period is calculated as a rolling 12-month period measured backward from the date the employee uses any FMLA Leave. If a husband and wife both work for the Company and each wishes to take leave for the birth of a child, adoption or placement of a child in foster care, or to care for a parent (but not a parent-in-law) with a serious health condition, the husband and wife may only take a combined total of 12 weeks of leave.

"Military Caregiver" Leave allows up to 26 workweeks in a 12-month period that begins on the date the employee first uses the leave and ends 12 months later. ***This leave is available only during one 12-month period and is combined with all other FMLA leaves in that period, resulting in a maximum total leave entitlement of 26 weeks.*** If a husband and wife both work for the Company and each wishes to take leave to care for a covered injured or ill service member, the husband and wife may only take a combined total of 26 weeks of leave.

### **OLA Leave**

If granted, the duration of the leave will be pre-determined by and at the discretion of Senior Leadership, but no more than 12 workweeks in a 12-month “rolling backward” period.

### **FMLA Leave**

It may be taken on either a consecutive, intermittent or reduced work schedule basis as provided by FMLA. Such a schedule must be needed for medical reasons and approved by a healthcare provider. The Company may temporarily transfer an employee who is taking FMLA Leave on an intermittent or reduced schedule basis if the alternative position better accommodates the leave. The alternative position must be equal in pay and benefits. Reduced schedule leave will not affect the status of “exempt” employees.

### **OLA Leave**

Intermittent leave or a reduced work schedule must be approved by Senior Leadership prior to the commencement of the leave or the reduced work schedule. Such OLA intermittent leaves or reduced work schedules are granted solely at the discretion of Senior Leadership and will be granted only for a specified time period.

### **FMLA and OLA Leaves**

While out on either FMLA Leave or OLA Leave, an employee will be required to use his/her accrued but unused Paid-Time-Off (PTO) until exhausted and then take the remainder of the approved leave, if any, without pay.

### **FMLA and OLA Leave**

While on leave, employees are required to report periodically the third party leave administrator and/or the Company regarding the status of their leave, including their intent to return to work.

### **Benefits continuation during FMLA and OLA Leaves**

While an employee is on leave, the Company will continue the employee’s insurance benefits during the leave period at the same level and under the same conditions as if the employee had continued to work. While out on leave, employees are responsible for the payment of their portion of their benefits. Coordination of payments may include prepayments, premium invoicing and/or reimbursement. The Benefits Department will provide the employee with a written explanation of the benefit payment plan. The employee will have five days after the date of the explanation to dispute the payment plan. An employee on leave is not eligible for Holiday Pay.

## **Return to Work**

### **FMLA and OLA Leaves**

Employees should notify the Benefits Department of their intent to return to work no later than two weeks prior to the approved date of return.

### **FMLA Leave**

Unless otherwise permitted or required by law, upon return to work from FMLA Leave, the employee will be reinstated to the same position or to an equivalent position in pay, benefits and other terms and conditions of employment.

### **OLA Leave**

OLA Leave is an unprotected job leave; however, when possible and in conjunction with the Company’s best interest, the Company will make every effort to return an employee to his/her same position and/or pay.

### **FMLA and OLA Leaves**

An employee taking leave due to the employee’s own serious health condition is required to obtain CSUSA’s Medical Release to Work certification that the employee is able to return to work. Without this required certification, the employee will not be allowed to return to work and may jeopardize his/her position.

# Failure to Return to Work

## FMLA Leave

After the approved leave expires, an employee who does not return to work may not be guaranteed reinstatement. An employee who does not return to work after the expiration of the approved leave may be required to refund all employer benefit contributions paid on behalf of the employee.

## OLA Leave

If an employee does not return to work at the expiration of the approved leave, then CSUSA will consider the employee's failure to return to work a voluntary resignation. The employee will be required to reimburse the Company for any monies paid by the Company due for the employee's portion and/or the Company's portion of benefits while the employee was on leave.

## Coordination of Leaves

Contact the School Operations Administrator or the CSUSA Benefits Team for assistance.

## Americans with Disabilities Act

The duty to provide a reasonable accommodation is a fundamental statutory requirement under the Americans with Disabilities Act (ADA), and as amended by the Americans with Disabilities Act Amendments Act (ADAAA). CSUSA is committed to complying with all applicable provisions of the ADA/ ADAAA. It is the Company's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability, so long as the employee can perform the essential functions of the job. Consistent with this Policy of non-discrimination, the Company will provide reasonable accommodations to a qualified individual with a disability as defined by the ADA, who has made CSUSA aware of his or her disability, and provided that such accommodation does not constitute an undue hardship on the Company.

An employee with a disability who needs a reasonable accommodation to perform the essential functions of their job, should contact Employee Services. CSUSA encourages individuals to come forward and request reasonable accommodations if necessary.

## Procedure for Requesting an Accommodation

Upon receipt of an accommodation request, Employee Services and your supervisor will meet with you to discuss and identify the precise parameters of the accommodation requested. This will identify which job functions you are currently performing that the accommodation can assist with.

The ADA does not require the Company to make the best possible accommodation or to reallocate essential job functions. CSUSA cannot provide personal use items such as eyeglasses, hearing aids, wheelchairs, etc.

An employee or job applicant who has questions regarding this Policy or believes that he or she has been discriminated against, should notify Employee Services. All such inquiries or complaints will be treated as confidential to the extent permissible.

## USERRA- Uniformed Services Employment and Reemployment Rights Act

Reemployment rights extend to persons who have been absent from a position of employment because of "service in the uniformed services." "Service in the uniformed services" means the performance of duty on a voluntary or involuntary basis in a uniformed service, including:

- Active duty
- Active duty for training
- Initial active duty for training
- Inactive duty training
- Full-time National Guard duty
- Absence from work for an examination to determine a person's fitness for any of the above types of duty
- Funeral honors duty performed by National Guard or reserve members
- Duty performed by intermittent disaster response personnel for the Public Health Service, and approved

training to prepare for such service

The law requires all employees to provide their employers with advance notice of military service. Notice may be either written or oral. It may be provided by the employee or by an appropriate officer of the branch of the military in which the employee will be serving.

However, no notice is required if:

- Military necessity prevents the giving of notice.
- The giving of notice is otherwise impossible or unreasonable.
- “Military necessity” for purposes of the notice exemption is to be defined in regulations of the Secretary of Defense. These regulations will be immune from court review.

The cumulative length of service that causes a person’s absences from a position may not exceed five years.

CSUSA has the right to request that a person who is absent for a period of service of 31 days or more provide documentation showing that the person’s application for reemployment is timely, the person has not exceeded the five-year service limitation; and the person’s separation from service was other than disqualifying under Section 4304 of USERRA. For more information regarding your rights under USERRA please contact Employee Services.

### **Other Employment**

Outside employment during your FMLA leave period is strictly prohibited.

### **Bereavement Leave**

Full-time employees are allowed up to 3 days off with pay in the event of the death of an immediate family member. For out of state funerals, your School Administrator/Department Manager may approve more time. Please notify your School Administrator/Department Manager as soon as possible if you need to take bereavement leave.

For the purpose of this Policy, immediate family member is defined as father, mother, sister, brother, spouse, child, step-child, mother-in-law, father-in-law, sisters- or-brothers-in- law, grandparents or grandchildren.

Time off without pay or PTO may be granted at the discretion of your School Administrator/Department Manager to attend the funeral of other relatives or friends.

### **Domestic Violence Leave**

CSUSA’s leave of absence policy for victims of domestic violence is in compliance with state law. Eligible employees may receive up to three (3) working days of leave in a twelve (12) month period if you or a family or household member is a victim of domestic violence. The Company may require documentation or substantiation of the domestic violence issue such as copies of restraining orders, police reports or orders to appear in court.

The employee must have been employed for at least three (3) months and must provide the Company with advance notice of the leave, except in cases of imminent danger to the health and safety of the employee or their family member. The Company will allow the employee to choose whether to exhaust any available PTO time or take this leave without pay.

### **Jury Duty/Court Duty**

CSUSA encourages employees to fulfill their civic responsibilities by serving jury duty or appearing in court as a witness when subpoenaed. Jury/court duty pay will be calculated on the employee’s base pay rate times the number of hours the employee would otherwise have worked on the day of absence, minus the jury duty pay awarded by the court.

Employees must show the jury duty summons or subpoena to their School Administrator/Department Manager as soon as possible so that they may make arrangements to accommodate their absence. Employees are expected to report for work whenever the court schedule permits.

In the event you are excused from jury duty on a scheduled workday, you are required to contact your School Administrator/Department Manager and be prepared to report to work as soon as possible. Either the Company or the employee may request an excuse from jury duty if, in the Company's judgment the employee's absence would create serious operational difficulties. CSUSA will continue to provide health insurance benefits for the full term of the jury/court duty absence. Paid time off and holiday benefits will continue to accrue during jury/court duty leave.

### **Voting**

CSUSA wants to make sure you have the opportunity to vote in national, state, or local elections. If your working hours make it impossible for you to get to the polls before or after work, please talk to your School Administrator/Department Manager beforehand. If it is necessary, you can adjust your working hours in order to get to the polls as long as it does not interfere with your job performance. CSUSA encourages early voting when conflicts occur.

### **Workers' Compensation**

CSUSA provides a comprehensive workers' compensation program. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, the workers' compensation program can provide compensation benefits for missed work. All approved medical expenses are covered immediately. Employees who sustain work related injuries or illnesses must inform their School Administrator/Department Manager, or Employee Services immediately. All employees will be provided care, first aid and emergency service, as required for injuries or illnesses while at work. In the event of an emergency, employees should call 911.

No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will assist an eligible employee to qualify for workers' compensation coverage as quickly as possible. Failure to report accidents is a serious matter as it may preclude an employee's coverage under workers' compensation insurance.

After a workers' compensation leave, an employee maybe required to provide notice that they are able to return to work. Your School Administrator/Department Manager, the workers' compensation insurer, the Doctor, and you will be expected to take an active role in assisting you to regain productive work status as soon as possible. CSUSA will work closely with the workers' compensation insurance carrier and your doctor to develop a plan to return to work.

Through this joint effort, we aim to help employees recover as soon as possible and allow employees to minimize wage loss. Upon release to return to work any restrictions will be evaluated.

## Section 8 Termination

- Separation from the Company
- Resignation
- Job Abandonment
- Exit Interview
- Providing References for Former Employees
- Reemployment
- Health Insurance Continuation- COBRA
- Final Pay

*“Things do not necessarily happen for the best, but some people are able to make the best out of things that happen.”*

**- Tal Ben-Shahar**

# Termination

## Separation from the Company

CSUSA is an “at will” employer. This means that no one has a contractual right, expressed or implied, to remain in the Company’s employ. This means the Company or an employee may terminate their employment, with or without cause, and with or without notice, at any time for any reason. No School Administrator/Department Manager or other representative of the Company except the CEO or his designee has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to “at will”.

## Resignation

If you decide to leave CSUSA, please notify your School Administrator/Department Manager in writing about your plans. We would like the opportunity to discuss your resignation before final actions are taken. If you decide to leave, please provide a minimum of two (2) weeks’ notice. CSUSA reserves the right to request an earlier resignation if the circumstances require.

You must return all company property in good condition. All equipment, access cards, company ID, keys, and any other company property is to be returned to your School Administrator/Department Manager prior to you leaving the facility. There may be a deduction from your final paycheck for those items not returned.

## Job Abandonment

If you are absent from work for three consecutive scheduled workdays, without giving proper verbal or written notice directly to your School Administrator or Department Manager, CSUSA will consider this job abandonment. CSUSA will accept this as voluntary resignation and your employment will be terminated immediately.

## Exit Interview

Employees separating from CSUSA may be asked to participate in an exit interview. This voluntary process can provide constructive comments and suggestions on improving working conditions. This interview will take place after you have provided your resignation. CSUSA appreciates receiving your candid opinion of your employment with us.

## Providing References for Former Employees

Only the Employee Services Department is authorized to respond to inquiries for reference checks for current or former CSUSA employees. Responses to such inquiries will be limited to employment verification. An employment verification is a confirmation of job position and dates of employment. Request for verifications of employment can be sent directly to [hrverifications@charterschoolsusa.com](mailto:hrverifications@charterschoolsusa.com).

## Reemployment

Employees who are rehired must complete 60 days of employment in order to be eligible for benefits, unless their gap of employment is less than 30 days. Employees will be eligible for benefits the first of the month after their reemployment.

## Health Insurance Continuation- COBRA

The Consolidated Budget Reconciliation Act (COBRA) is a federal law that requires most employers sponsoring group health plans to offer a temporary continuation of group health coverage after a qualifying event.

Under COBRA, the employee pays the full cost of health insurance coverage at CSUSA’s group rates, plus an administration fee. COBRA paperwork is mailed from the carrier directly to the employee.

## Final Pay

Upon termination, you will receive all unpaid wages and unused PTO. Your final paycheck will be distributed on the next regular pay date and through the usual means of distribution, either live check or direct deposit. If you do not return equipment or property of CSUSA upon termination, the assessed value of the property will be deducted from the employee’s final paycheck. Be sure CSUSA has up to date address information. Benefits end on the last day of the month in which the employee separates from CSUSA.

DRAFT



## Charter Schools USA

800 Corporate Drive, Suite 700  
Ft. Lauderdale, FL 33334  
(954) 202-3500 ext. 1560  
(954) 202-3512 Fax  
[CharterSchoolsUSA.com](http://CharterSchoolsUSA.com)

Appendix Q  
Sample  
Administrator  
Job Descriptions



## Job Description

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Job Title: PRINCIPAL

Reports to: Vice President of Education

Job Code: 410X00

Revision Date: 01/2009

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### **JOB PURPOSE**

Serves as the site based leader of the school. Responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **Serves as Educational Leader of the School**

- Develops and coordinates educational programs in accordance with CSUSA and state standards and guidelines.
- Supervises the guidance program to enhance individual student education and development.
- Leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities.
- Supervises the instructional programs of the school, ensures lesson plans are evaluated and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA guidelines and procedures.
- Requests and allocates supplies, equipment and instructional material as required in CSUSA guidelines and procedures.
- Formulates student personnel policies within CSUSA guidelines.
- Approves and provides supervision to school student activity programs.
- Provides regular opportunities for students to celebrate success in instructional programs and extracurricular activities

#### **Serves as Chief Administrator of School**

- Plans, organizes, and directs implementation of all school activities.
- Works to achieve/sustain 100% of projected student enrollment capacity.
- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Maintains a professional rapport with students and staff.
- Operates school within approved budget and follows budgetary guidelines.
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
- Tours school frequently to monitor safety, security and effectiveness of school programs.
- Plans and directs building maintenance.

- Supervises all operations involving the management of the school including school funds, payroll, purchases, inventories and office operations.
- Prepares and submits the school's budgetary requests and monitors expenditures.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
- Plans and supervises fire drills, emergency readiness programs and ensures a safe school environment.
- Directs preparation and maintenance of class schedule, cumulative records and attendance reports.
- Ensures personnel and student records are complete and secure.
- Ensures compliance with Federal, state, and local regulations and policies.
- Communicates with supervisor regularly about the needs, successes, and general operation and performance of the school.
- Supervises and establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and student pick-up and drop-off areas.
- Completes in a timely fashion all records and reports as requested by CSUSA.
- Manages and administers CSUSA workers compensation program.
- Follows policy for the school's Abuse posting requirements.
- Adheres to statutory, regulatory and company hiring guidelines, including completing background checks for all school personnel, contacting references and verifying employment history.

### **Supervises and Develops Staff**

- Motivates staff to achieve school objectives.
- Communicates with staff and is responsive to their workplace-related needs.
- Evaluates performance of staff and provides ongoing performance feedback.
- Counsels staff regarding inappropriate behavior or violation of CSUSA policies and/or practices.
- Adheres to Human Resources policies and practices. Notifies appropriate CSUSA personnel of serious employee violations.
- Maintains a productive and positive employee climate.
- Selects and hires school staff, including teachers and school-based support staff.
- Adheres to statutory, regulatory and company hiring guidelines, including policies and procedures for background check and employment history verification.
- Ensures the annual re-appointment process of staff is completed timely and within budget.

### **Communicates with Stakeholders**

- Communicates regularly with parents, seeking their support and advice, to create a cooperative relationship to support the students in the school.
- Establishes and maintains relationships with colleges, community organizations and other SCUSA schools to promote the school.
- Confers with teachers, students, and parents concerning educational and behavioral issues in school.
- Maintains a positive, cooperative, and mutually supportive relationship with CSUSA, parents and community.
- Confers with Board Members and responds appropriately to issues that arise

- Represents school and SCUSA at community functions.
- Uses effective presentation skills when addressing students, staff, parents, board member and the community.
- Articulates the school's vision, values, and goals and models those values.
- Attends special events held to recognize student achievement, attends school sponsored activities, functions and athletic events.
- Promotes school in community.

**\*\*MAY PERFORM OTHE DUTIES AS ASSIGNED\*\***

## **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

## **SKILLS AND KNOWLEDGE**

1. Demonstrated ability to lead people and get results through others.
2. Ability to think ahead and plan over a 1-2 year time span.
3. Ability to organize and manage multiple priorities.
4. Problem analysis and problem resolution at both a strategic and functional level.
5. Collaborate to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
6. Employee training and development.
7. Strong customer and student orientation.
8. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
9. High performance teams and a strong team player.
10. Strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
11. Broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
12. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
13. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

## **JOB REQUIREMENTS**

- Master's degree (MA) from an accredited college or university or equivalent.
- Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

## **PHYSICAL DEMANDS**

Principal



## Job Description

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- No physical exertion required.
- Required to sit and/or stand for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate. Noise level may rise during periods of high student traffic.

### **TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

### **FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

### **EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA Policy.

### **DECLARATION**

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: ASSISTANT PRINCIPAL

Reports to: Principal

Job Code: 410X00

Revision Date: 01/2009

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## **JOB PURPOSE**

Assist the principal in providing school-wide leadership so as to promote the educational development of each student and to ensure the effective operation of the assigned school.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Serves as Educational Leader of the School**

- Assists the principal in establishing and maintaining an effective learning climate in the school.
- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the regular principal.
- Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students.
- Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student.
- Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school.
- Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs.
- Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth.
- Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs.
- Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage.
- Assists the principal in conducting an on-going assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators and parents; and other formal and informal data.

### **Serves as Administrator of School**

- Evaluates staff in assigned departments in accordance with state law and regulation, and CSUSA policy and practices.

- Assists the principal in the recruiting, screening, recommending and assigning of school staff. Is familiar with hiring statutory laws and state regulations.
- Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures.
- Assists the principal in generating and maintaining personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures.
- Works to achieve/sustain 100% of projected student enrollment capacity.

### **Student Management**

- Maintains high standards of student conduct and enforces discipline as necessary, according due process rights of the students
- Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal
- Attends school-related activities and events to oversee student behavior and achievements
- Generates and maintains accurate discipline records
- Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal

### **Communicates with Stakeholders**

- Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school.
- Assists the principal in utilizing the resources of the school and community to enhance the educational program
- Serves as a member of such committees and attends such meetings as directed by the principal and/or Superintendent

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

## SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Demonstrated ability to lead people and get results through others.
3. Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
4. Work and interact with individual at all levels of the organization.
5. Think ahead and plan over a 1-2 year time span.
6. Ability to organize and manage multiple priorities.
7. Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
9. Ability to work with large amounts of data, to interpret data, to detect errors, and prepare reports.
10. Strong customer and student orientation.
11. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

## JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

## WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.

## PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of North Carolina.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



## Job Description

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### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

### **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

### **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA’s policy.

### **DECLARATION**

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Position Title: Dean of Students  
Reports to: Principal

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## **JOB PURPOSE**

Responsible for developing and enhancing elective courses, afterschool college preparation programs and workshops, and parent involvement networks. Responsible for ensuring the overall security, safety, and wellbeing of students and staff, and assists the Principal in the implementation of CSUSA policies and school oversight.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Education Responsibilities**

- Ensures teachers are organized, manage their time well and cover proper curriculum and cover proper curriculum conforming to State and CSUSA mandates.
- Conducts 3-minute walk through; reports non-compliance to Principal.
- Ensures teachers follow curriculum maps to maximize high assessments test scores.
- Works with Principal, Assistant Principal and Lead Teachers to observe and evaluate designing and planning of instruction, execution of education, classroom environment.
- Informs teachers of expectations prior to observing/evaluating. Uses announced and unannounced evaluations.
- Debriefs each observation/evaluation with a post conference.
- Ensures classroom teachers are using Personal Learning Plans (PLP) which personalize instruction and differentiate CSUSA schools from district schools.
- Ensures teachers meet with students individually.
- Conducts PLP training and checks PLPs quarterly.
- Supervises the setting of grade level goals for teachers who set classroom goals.
- Analyzes data from formative and summative assessments throughout the school.
- Works with Leadership Team to set annual school goals based on previous year's data.
- Analyzes benchmark data.
- Checks grade books to ensure correct input of grades.
- Monitors that teachers are using assessment data for targeted and differentiated instruction.
- Visits classrooms regularly; provide coaching on classroom management.
- Serves as liaison with Corporate Education to advise of what is effective in the classroom.
- Provides professional development/coaching on research based instructional strategies.

### **Operations**

- Assigns teachers to arrival and dismissal duties; creates, posts and updates schedules.
- Creates schedules so that specialized teachers are scheduled properly.
- Creates schedule and assigns specialist teachers for special area schedule to ensure teacher coverage of PE, Music, Art, Spanish, Computer, Library.

- Designs schedule to create common planning time so that classroom teachers can attend grade level cluster meetings.
- Balances schedule so that special teachers have equally distributed planning time.
- Designs schedule so that gifted and talented students have time for key activities and have a variety of specialized teachers.
- Places students to ensure students are with appropriate teacher.
- Checks cumulative files for learning problems to ensure student is in correct learning environment.
- Oversees and monitors progress reports and report cards before distribution date to ensure completeness and accuracy.
- Oversees, interviews, arranges and orients substitute teachers to ensure smooth transition for substitute and students.

### **Discipline**

- Investigates problems of disciplinary nature, documents information and reports findings and decisions to the appropriate individuals.
- Reports on investigations of offenses committed by students
- Investigates referrals where student or school property is stolen or reported missing.
- Works closely with the school guidance counselor, principal and local law enforcement agencies and make referrals as appropriate.
- Recommends appropriate sanctions including detentions, campus service, suspensions and referrals to the Principal for appropriate action.
- Makes periodic tours of campus to ensure that school and school board policies are being enforced.
- Assists with the enforcement of school/state attendance policies.
- Counsels students and parents where behavioral problems are involved.
- Assists with the supervision of organized student gatherings and see that all equipment is operative
- Coordinates school bus supervision before and after school.
- Coordinates the student lunchroom and work duty assignments.
- Assists with the supervision of students detained after school hours for disciplinary reasons
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Ensures school code of conduct is enforced consistently.
- Participates in school based leadership opportunities (i.e.: team meeting, lead teacher meeting, etc).
- Convenes scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively and complete work with little supervision within agreed timeline.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Has the ability to demonstrate flexible and creative management of disciplinary issues.
- Has the ability to provide a supportive role to the principal.

### **JOB REQUIREMENTS**

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderately quiet except during periods of heavy student activity.

## **PHYSICAL DEMANDS**

- Agility and ability to quickly move in a school environment where children are present.
- Exposure to weather and other elements, including rain, heat, wind, humidity plus bus and student drop off traffic,
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

## **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with CSUSA's salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

## **FLSA OVERTIME CATEGORY**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

## **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA's Policy.

## **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: School Operations Administrator

Reports to: Principal

Job Code:

Revision Date: 03/2015

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### **JOB PURPOSE**

The School Operations Administrator is responsible for managing the financial, operational, and HR functions at the school level. The School Operations Administrator will work daily with the CSUSA Support Center functional areas to insure school compliance with all CSUSA policies and protocols as established for all areas of responsibility. These functional areas include but are not limited to procurement, offer letters, onboarding, and grants.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **HUMAN RESOURCES Management:**

- Creates position openings in HR system.
- Works in conjunction with Offer Letter Specialist to commence offer process and sends required documents regarding offers.
- Boards new employees in the HR system and works daily with Employee Onboarding and Compliance Specialist to insure all employees have completed all new hire paperwork in a timely manner.
- Supports all school personnel in completing electronic Human Resources (“HR”) onboarding submissions, including but not limited to, new employee portal, benefit applications, ADP Salute, and ADP Payroll information.
- Implements and monitors new hire information in Student Information System (SIS) and Time & Attendance systems in ADP; maintains employee data in both systems.
- Works in conjunction with the Principal, the Finance Department and the Human Resources Department to ensure that the school stays within the approved Staffing Budget and various line items.
- Manages and maintains all confidential employee and school documents.

#### **PAYROLL:**

- Manages employees in self-posting PTOs in the HR system.
- Ensures compliance and accuracy in the HR Time and Attendance system.
- Audits payroll previews presented by Payroll Department to authorize processing of payroll.
- Manages and trains employees on all required HR systems.
- Prepares School-based reports as required by the Payroll Department.
- Oversees and approves I.T. and Facilities school based employee hours and PTO.

#### **BENEFITS:**

- Assists the Human Resources Department in formulating and executing open enrollments and other Benefit meetings and prepares required reports.
- Manages and trains employees on family status changes, 401k, benefits selection and compiles appropriate paperwork as required.
- Manages requests, information and documentation from employees for FMLA, Short-term and Long-term disability and assists Human Resources Department with requests, information and documentation.

**OPERATIONS:**

- Works directly with Director and Manager of Procurements on purchase orders and goods needed.
- Manages National School lunch program at the school level working directly with the Support Center.
- Manages the school's food and transportation services by coordinating with service providers and overseeing deliveries.
- Manages all school inventory purchased.

**FINANCE/ACCOUNTING:**

- Manages financial records of the School in accordance with Company Policy and assists Staff Accountant with monthly Financial Statements.
- Supervises all check request and bank deposits including cash deposits of \$10,000 or more and ensures compliance with the Currency Transaction Reporting Requirements and Company Policy which will be provided and trained upon once hired.
- Supervises and trains delegates to make deposit and accept cash on schools behalf.
- Forwards approved invoices to Accounts Payable department on a weekly basis.
- Monitors and reconciles balances of School-based accounts in a timely manner.
- Manages and trains on procedure for collection of any NSF checks in a timely manner.
- Oversees and approves expenditure Invoices at the school level.
- Maintains and reconciles Petty Cash Account based on Company Policy.
- Prepares and maintains school budget and staffing matrix at the school level with Finance department in Adaptive Planning on a monthly basis.
- Participates on all School Dashboard calls and assists Principal with follow-up issues related to the call, as needed.

**GRANTS/COMPLIANCE:**

- Works daily with Education Grants Manager.
- Supervises timelines and grant draw downs.
- Attends grant trainings to prepare and administer grants at school level.
- Supports compliance department ensuring compliance at school level is maintained.

**RISK MANAGEMENT:**

- Ensures adherence to proper safety procedures.
- Acts as liaison to HR and Benefits teams in relation to respective employee injuries.
- Processes and oversees all Workers' Compensation claims electronically in the prescribed manner, and assists Employee in seeking medical care by providing proper authorization forms.
- Oversees, maintains, and processes all student accident claims in the prescribed manner.
- Acts as a Liaison to Facilities and Finance departments on property and casualty claims.

**FACILITIES and I.T.:**

- Supervises all school based Facilities and I.T. employees.
- Point of contact for submitting Work Tickets for I.T., property, maintenance and safety needs at the school and processes all Help Tickets in a timely manner.
- Responsible for monitoring the facility as per the Facilities Handbook.
- Ensures all permits and licensing are renewed/paid and posted on a timely basis; no permit or license should be expired.
- Maintains an accurate, documented inventory of school keys for administrators, teachers and substitutes.
- Manages and documents end of year key return from faculty/staff.

- Processes all information and documentation for facility sub-leases and submits to Director of Projects and Facilities and Risk Management for approval.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

#### **SKILLS AND KNOWLEDGE**

- Time Management: Prioritizing, Organizing, Scheduling
- Computer Basics – Windows, Internet
- Aptitude for mathematics and the ability to concentrate on detail.
- Communication – Oral, Written, Interpersonal (active listening)
- Ability to multitask
- Ability to remain calm in fast-paced environment

#### **JOB REQUIREMENTS**

- Bachelor's or higher in Accounting, Finance or related field of study from an accredited institution.
- At least 2+ year's School Operations or Business Management experience required Experience in an educational environment preferred.
- Must maintain confidentiality at all times.
- Knowledge and practical experience beyond basic bookkeeping.
- Knowledge and practical experience using MS Word, Excel, QuickBooks.
- Ability to work independently and make decisions in accordance with established policies and regulations.
- Polite, courteous and tactful with the public and co-workers.

#### **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting for long periods of time
- The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 10 pounds of force
- Vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

#### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- School setting. Noisy at various times throughout the day.
- Frequent interruptions from staff and telephone callers

#### **DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

#### **FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

#### **EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA Policy.

**DISCLAIMER:**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Sample

Position Title: ENROLLMENT MANAGER

Reports to: Principal or Designee

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## **JOB PURPOSE**

The Enrollment Manager is responsible for coordinating and performing student registration along with other school-related activities. Must be customer focused both internally with peers and externally with Parents and Students.

## **\*\*ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Registration/Marketing**

- Manages and administers registration, recommitment, and withdrawal process and associated reporting for all students.
- Evaluates transcripts of incoming students and takes appropriate action to insure completeness.
- Maintains the district student database system with proper coding/master scheduling to effectively monitor and updates information for the funding count cycles that impact school funding.
- Enters students' recommitments into the company's database program.
- Processes Free and Reduced Lunch applications into the district and company's database.
- Improve yields at inquiry, application and enrollment stages.
- Improve retention rates for existing students.
- Increase applicant pool, and oversight on student waitlist for entire school
- Presenting the school to current and prospective students and parents who include systematic and efficient handling of applications and processing in SIS.
- Assists with marketing efforts for student recruiting and in hosting the school's information sessions, open house, orientation, etc.
- Maintains the state/district student database system (TERMS, ISIS, etc.) with proper coding/master scheduling to effectively monitor and update information for the funding count cycles that create school and corporate budgets.
- Ensure all coding and student identification is accurate for funding.
- Consults with appropriate CSUSA personnel to assist in student schedules and procedures.
- Prepares and transmits requests for student transcripts and other official documents related to students to facilitate registration.
- Evaluates transcripts of incoming students and takes appropriate action to insure completeness.
- Maintain and issue official student transcripts.
- Maintains records of grades and absences for each student's file.

### **Data**

- Ensures all data for students is up to date and accurate in student cumulative files, Student Information System (SIS), Power School and in the state/district systems.
- Enters daily attendance and maintain accurate attendance reports in both the district system and Power School.
- Enters and maintains student records, immunization, attendance information, and grade reporting into Power School and state/district system.
- Provides teachers, school districts and work with outside agencies with information regarding student enrollment.
- Reviews student records to ensure current information, accuracy, and completeness with the state/district regulations and guidelines.
- Prepares a variety of records and reports regarding student enrollment.
- Analyzes statistical data on student registration for administrative use in formulating policies.

- Prepares, analyzes, and reports on educational activities for government and educational agencies and interprets registrations policies to faculty and students.
- Monitor and report on attrition and retention.

#### **Clerical**

- Assists in clerical and administrative functions to ensure the smooth operation of the school.
- Mailing recommitment forms and reminder letters.
- Track and monitor project tasks
- Ensure school staff and support center receive key information to support cross functional integration
- Provide visibility and status updates on department projects
- Support Principal in managing project timelines and support timely delegation of responsibilities

**\*\*MAY PERFORM OTHE DUTIES AS ASSIGNED\*\***

#### **DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

#### **SKILLS AND KNOWLEDGE**

1. Has the ability to work and interact with individual at all level of the organization.
2. Has the ability to organize, prioritize and manage multiple priorities.
3. Has the ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Has the ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Possesses good knowledge of company and departmental policies and procedures.
9. Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.
10. Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by the commitment to act in an ethical manner using behaviors that promote a team concept.
11. Follows through on duties and projects assigned.
12. Participates in and successfully complete training programs offered to increase skill and proficiency related to assignments.
13. Reviews current developments, literature and technical sources of information related to job responsibility.
14. Follows company policies, federal and state laws.
15. Ensures adherence to good safety procedures.
16. Consults directly with CSUSA personnel when applicable.

#### **JOB REQUIREMENTS**

- 2 year college degree (required) or higher (preferred).
- Previous School Enrollment Manager, Registrar or equivalent experience highly desired
- Minimum of 2 years relevant experience.
- Experience working in a school office setting highly desired.
- Excellent customer service skills.
- Excellent organization, time management, and follow up skills.
- Must be able to present a professional office with great customer service skills.
- Must have a positive attitude and be able to collaborate with others, while helping to maintain a pleasant working environment.
- Must be detail oriented.
- Bilingual a plus, but not required.
- Ability and willingness to work successfully with students, parents, and staff.
- Must pass a background check.
- Ability and willingness to take directions.
- Excellent references including attendance and punctuality.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; professional phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

#### **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 35 pounds of force as frequently as needed to move objects.

#### **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

#### **TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

#### **FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

#### **EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA Policy.

**DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Sample

## STUDENT SERVICES COORDINATOR

### JOB PURPOSE

To help students achieve personal fulfillment by providing them with services to make successful personal, educational and occupational life plans.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

#### Instruction

- Prepares for and conduct parent and student conferencing according to school policy.
- Student instruction in modalities instituted by school and assigned program (may include but are not limited to: Individual or Group Direct Synchronous Instruction, Learning Support, Life Skills Support, Itinerant Support, Resource Room Support, co-teaching, writing lesson plans, telephone conferencing and instruction, Parent Learning Opportunities).
- Collects data and appropriate work samples.
- Plans and conduct appointments with parents as needed.
- Assists regular education teachers with specially designed instruction when necessary.
- Participates at monthly outings encouraged.
- Provides support for ESE student achievement in the general class through training teachers and assisting with implementation of school inclusion plans.
- Arranges for and assist with training for inclusionary practices.
- Acts as informational liaison for inclusion as appropriate.
- Assists with planning for classroom and testing accommodations for students with disabilities.
- Models strategies for inclusionary practices as appropriate.
- Provides assistance with developing and adapting curriculum materials and educational practices to meet the needs of students and teachers.

#### Individual Student Counseling

- Assists students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Works with students in evolving educational and career plans in terms of such evaluation
- Provides individual counseling sessions for assigned students in dealing with their personal needs as they affect school performance, as well as their educational and career plans.
- Provides small and large group counseling sessions, as needed, to address students' personal educational and career plans.
- Assists students in course selections and the scheduling process. Works to prevent students from dropping out of school, and assists those that do in finding alternative educational programs.
- Assists in making arrangements for enrollment in summer school programs to make up noted deficiencies.

- Participates in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school
- Provides emergency support to students as needed during crises.
- Provides students with college financial aid/scholarship resources and assists with college selection (High School).

#### Staff Consultation

- Serves as a consultant to the faculty concerning matters related to guidance services
- Confers with staff regarding students with problems and/or special needs.
- Serves as a resource person for administration in matters relating to students and guidance services; provides thorough and timely reports, data, etc. as requested by administration.

#### Student and Parent Orientation

- Provides students new to the school orientation and information relative to school procedures, curriculum and extra-curricular opportunities.
- Participates in planning and implementing programs which contribute to a smooth transition between grade levels and/or to post-secondary education, which may include orientation programs for students and parents.
- Serves as a resource for information regarding the educational program, activities and services of the school.

#### Record Keeping

- Supervises the maintenance of cumulative records for assigned students in accordance with state and federal laws and regulations as well as CSUSA policy.
- Provides information and prepares recommendations to colleges for admissions and scholarships as well as to potential employers and other agencies for assigned students.
- Maintains counseling record (i.e., summary, log) regarding conferences or other sessions with assigned students.

#### Assessment

- Assists in the administration of state-mandated and CSUSA assessment programs.
- Reviews and interprets results of assessment programs for assigned students and utilizes results for counseling purposes.
- Contributes to the evaluation of current curriculum offerings.
- Assists in developing and implementing an evaluation plan for the guidance program and utilizing results to determine strengths and areas in need of improvement.

#### School and Community Relations

- Strives to establish cooperative relations and makes a reasonable effort to communicate with parents when necessary and appropriate.
- Utilizes the resources of the community in developing and enhancing guidance services and activities.
- Cooperates and shares professionally with members of the staff.
- Assists in interpreting the Guidance Services Program within the school and community.
- Assists community agencies and resource people who deal with students' needs.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

#### DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

#### SKILLS AND KNOWLEDGE

1. Ability to work and interact with individual at all level of the organization.
2. Ability to organize, prioritize and manage multiple priorities.
3. Ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
5. Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
6. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
7. Computer Basics: Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
8. Good knowledge of organization's policies and procedures.
9. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

#### JOB REQUIREMENTS

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid certification for Guidance Counselor.
- Minimum three (3) years experience of successful teaching or counseling services.
- Successful results of criminal and employment background check.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective communication skills.

- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

#### PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderate; it may rise during periods of heavy student traffic.

#### TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

#### FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

#### EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

#### DECLARATION

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid stage certification.
- Minimum three (3) years experience of successful teaching or counseling services.
- Successful results of criminal and employment background check.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.

Strives to research, evaluate and implement best practices.

- Effective communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Sample

Position Title: Administrative Assistant  
Reports to: Principal

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### **JOB PURPOSE**

Responsible for ensuring the smooth and efficient operation of the school office in order for the office's maximum positive impact on the education of children can be realized.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Understands role as CSUSA Representative as evidenced within:

- Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by his/her commitment to act in an ethical manner using behaviors that promote a team concept.
- Follows through on duties and projects assigned.
- Participates in and successfully completes training programs offered to increase skill and proficiency related to assignments.
- Reviews current developments, literature and technical sources of information related to job responsibility.
- Follows company policies, and federal and state laws.
- Ensures adherence to good safety procedures.
- Consults directly with CSUSA personnel when applicable.

School office responsibilities:

- Takes and transcribes dictation of various types, including reports, correspondence, observation and evaluation reports, letters, memos, newsletters, and other documents.
- Maintains the schedule of appointments for the principal and makes arrangements for meetings, conferences, interviews and other activities.
- Prepares evaluations, memos, newsletters, presentations and other documents at direction of the Principal.
- Coordinates the assignments and the work of substitute teachers.
- Performs office routines and practices such as sorting mail, operating the copy machine, serving as telephone receptionist and others.
- Prepares processes and maintains oversight of purchase orders.
- Maintains an appropriate filing system and readily retrieves documents through the use of this system.
- Manages records and correspondence, improves systems when necessary; responds to requests for information.
- Acts as an information resource for other office personnel in the building; communicates assigned duties to other office personnel as required.
- Has the ability to organize and prioritize multiple assignments.
- Is extremely organized, process driven, and detail oriented.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

**SKILLS AND KNOWLEDGE:**

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Has the ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: is courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations; requires demonstrated poise, tact and diplomacy.
- Maintains the confidentiality of school business.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Possesses great phone etiquette.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works with and interacts with staff and relates to individuals at all levels of the organization., Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses strong customer orientation.
- Works with large amounts of data, researches and interprets records, detects errors, and makes the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting for long periods of time
- The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 10 pounds of force
- Vision abilities required by this job include close vision, depth perception and ability to adjust focus.

**WORK ENVIRONMENT:**

While performing the duties of this job, the employee is occasionally exposed to office equipment and vehicles. The noise level in the work environment is usually quiet to moderate.

**TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

**FLSA OVERTIME CATEGORY:**

Job is non-exempt under the overtime provisions of the Fair Labor Standards Act.

**EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA's Policy.

**DECLARATION:**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

**JOB REQUIREMENTS**

- High School diploma or equivalent.
- One to two years of office experience with a wide variety of responsibilities.
- Successful results of criminal and employment background check.
- Comfortable working in learning environment as part of a team.
- Bilingual ability may be required per advertised vacancy specifications.
- Demonstrated proficiency with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

Position Title: Receptionist  
Reports to: Principal

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### **JOB PURPOSE**

Serve as primary reception and information resource for the assigned location by assisting walk-in traffic and by answering telephone inquiries. Provide supplementary clerical, computer, and operational support to school. This position is the focal point for the school.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

Understands role as CSUSA Representative as evidenced within:

- Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by his/her commitment to act in an ethical manner using behaviors that promote a team concept.
- Follows through on duties and projects assigned.
- Participates in and completes training programs successfully offered to increase skill and proficiency related to assignments.
- Reviews current developments, literature and technical sources of information related to job responsibility.
- Follows company policies, and federal and state laws.
- Ensures adherence to good safety procedures.
- Consults directly with CSUSA personnel when applicable.

Front office responsibilities

- Greets and directs walk-in traffic providing general information and making referrals to offices and services as appropriate.
- Answers phone inquiries by providing general information and/or connecting calls to offices and services as appropriate.
- Maintains a master guide of activities, events, and related information for the school.
- Performs a variety of clerical tasks which may include scheduling and maintaining records of school activities, tracking student attendance, check-in/check-out of supplies and materials, photocopying, typing, data input, sorting mail, making up file folders, and/or transmitting/receiving fax documents and email.
- Schedules appointments and meetings, which may include reserving conference rooms and facilities, organizing materials, sending out meeting notices, arranging for catering services, and maintaining calendars.
- Responds to telephone requests for specific materials to be mailed and assists with mailing general school information to parents.
- Responds to telephone and written requests for school information.
- Maintains confidentiality of records as appropriate.
- Serves as liaison for administrators and teachers.
- Ensures Front Office is organized and information sheets for parents are stocked.
- Maintains inventory of office supplies, ordering from outside vendors or bookstores, as needed within available budget with direction from Principal or Business Administrator.
- Provides passes to students as appropriate.
- Orients and situates substitute teachers.
- Calls parents on waiting list when an opening at the school arises.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

## **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

## **SKILLS AND KNOWLEDGE**

- Has the ability to work and interact with individual at all level of the organization.
- Has the ability to organize, prioritize and manage multiple priorities.
- Has the ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
- Has the ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Demonstrates proficient use of computer software – Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS) and email communications.
- Possesses good knowledge of company and departmental policies and procedures.
- Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

## **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must be able to remain calm in fast paced environment.
- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

## **WORK ENVIRONMENT**

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

## **TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

## **FLSA OVERTIME CATEGORY**

Job is non-exempt under the overtime provisions of the Fair Labor Standards Act.

## **EVALUATION**

Performance will be evaluated in accordance with Charter Schools USA Policy.

### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including termination.

### **JOB REQUIREMENTS**

- High School graduate or equivalent.
- Minimum of 2 years relevant experience.
- Experience working in a school office setting highly desired.
- Excellent customer service skills.
- Excellent organization, time management, and follow up skills.
- Must be able to present a professional office with great customer service skills.
- Must have a positive attitude and be able to collaborate with others, while helping to maintain a pleasant working environment.
- Must be detail oriented.
- Bilingual a plus, but not required.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Ability and willingness to take directions.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

Position Title: Nurse

Reports to: Principal

Job Code: 770X00

Revision Date: 06/2011

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## **JOB PURPOSE**

To support the instructional program by creating a climate of health and well-being in the school and by addressing the health needs of the school, consistent with the goals set forth by CSUSA.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Assessment**

- Maintains a complete, up-to-date health record system using available technology.
- Plans and conducts screenings, examinations and health appraisals in accordance with state law and CSUSA policy.
- Monitors newly enrolled students in order to ensure that state law and district policy are implemented concerning health issues (i.e., immunization, medical records).

### **Consultation**

- Advises and counsels students, staff and parents, as appropriate, concerning health issues.
- Makes referrals to school resources and/or community agencies as necessary.
- Serves as consultant and resource person in health instruction and curriculum planning.
- Provides input to the administration concerning the implementation of state law and the development of CSUSA policies and procedures related to health issues.

### **Emergency Care**

- Provides first aid as needed.
- Assists emergency care givers as applicable.
- Maintains appropriate records as required.

### **School Environment**

- Makes recommendations to the principal regarding health and safety to promote a safe, healthy and comfortable learning environment.
- Administers medication in accordance with state law and CSUSA policy.

### **School /Community Relations**

- Communicates with parents/guardians as needed concerning their child's health.
- Keeps staff informed about relevant health issues.

- Communicates with various health-related organizations in the community and surrounding areas as needed for students and staff.

**\*\*MAY PERFORM OTHE DUTIES AS ASSIGNED\*\***

**DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

**SKILLS AND KNOWLEDGE**

- Ability to work and interact with individual at all level of the organization.
- Ability to organize, prioritize and manage multiple priorities.
- Ability to prepare comprehensive reports, including writing report sections, integrating content, and formatting the report electronically when needed.
- Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Ability to establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Computer Basics – Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS).
- Knowledge of company and departmental policies and procedures.
- Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

**PHYSICAL DEMANDS**

- No physical exertion required.
- Required to sit and stand for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

**JOB REQUIREMENTS**

- Current license as a registered professional nurse in state.
- Certification as a school nurse or working toward this certification in accordance with state law and regulation.
- Bachelor’s Degree from an accredited college.
- Minimum of three years successful experience as a nurse or school nurse (preferred).
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

## **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level in the work environment is moderate.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

## **TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

## **FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

## **EVALUATION:**

Performance will be evaluated in accordance with Charter Schools USA Policy.

## **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



## Job Description

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Job Title: FOOD SERVICE SUPERVISOR/DIRECTOR

Reports to: National School Lunch Program Director

Job Code: 760X00

Revision Date: 01/2009

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### **JOB PURPOSE**

Administer the food service program at school level in an efficient and effective manner to meet nutritional needs and program acceptability of students and staff in accordance with federal, state, and local regulations and CSUSA guidelines.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Ensures daily lunch count from teachers
- Oversees/conducts food preparation
- Oversees/conducts stocking of supplies for the day
- Functions as cashier
- Oversees/conducts kitchen and cafeteria clean up and preparation for next day
- Oversees/conducts the ordering of supplies
- Oversees/conducts receiving of deliveries
- Supervises and evaluates food service personnel. Recommends employees for appointment, re-appointment, transfer, and termination
- Maintains high standards of sanitation and safety and complies with all applicable CSUSA policies and procedures, state and federal regulations
- Submits reports and maintains records as required, especially regarding free and reduced lunch
- Controls labor, food, and non-food costs
- Recommends purchases of equipment
- Communicates with parents regarding their cafeteria questions/concerns
- Serves as resource person for school health and nutrition education activities
- Manages the collection of monies and makes daily deposit
- Maintains accurate financial records
- Inputs new students, processes withdrawing students and ensures student count on MicroCheck matches Registrar's (National School Lunch Program compliance)
- Allows/includes print rich environment in cafeteria to support curriculum
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

## **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

## **SKILLS AND KNOWLEDGE**

- Time Management – Prioritizing, Organizing, Scheduling
- Communication – Oral, Written, Interpersonal (active listening), Negotiating and Influencing
- Safety and sanitation procedures regarding food handling
- Organization skills for paperwork

## **JOB REQUIREMENTS**

- High School Diploma, GED or equivalent.
- Three (3) years experience in Institutional Food Service preferred.
- Two (2) years experience in Food Service Supervision and/or successful completion of recognized Food Service Manager Trainee Program (or equivalent) preferred.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

## **PHYSICAL DEMANDS**

- Stand for long lengths of time.
- Lift up to 40 pounds.
- Put away deliveries and stock; keep area tidy; sweep floors.
- Physical agility to break down boxes and carry trash to dumpster.

## **PERSONAL PROTECTIVE EQUIPMENT**

- Heat resistant mitts

## **WORK ENVIRONMENT**

- Room temperature may be warm while the ovens are working.
- Noise level is moderate but it may rise during meals due to heavy student traffic.

## **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

## **FLSA OVERTIME CATEGORY**

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

## **EVALUATION**

Food Service Supervisor



## Job Description

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Performance will be evaluated in accordance with Charter Schools USA's Policy.

### **DECLARATION**

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Sample

Position Title: Food Service Worker  
Reports to: Principal

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### **JOB PURPOSE**

Prepare and serve meals at the school level in an efficient and effective manner to meet the nutritional needs and program acceptability of students and staff in accordance with federal, state and local regulations and CSUSA guidelines.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Receives deliveries properly – including accuracy of delivery compared to what was ordered, rotating stock, and putting delivery away.
- Stocks the food serving line for that day.
- Ensures proper, safe temperature of foods before serving.
- Prepares and serves meals in a timely manner.
- Cleans up kitchen and serving line.
- Takes trash (including breaking down boxes) to dumpster.
- Stocks for the next day including pulling appropriate food items from freezer.
- Deals courteously with the public.
- Maintains an effective working relationship with school faculty, staff and students.
- Maintains high standards of work habits, sanitation and safety.
- Maintains records and reports as required by supervisor.
- Understands, follows, and gives oral and written directions.
- Ensures cash drawer is in balance.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

### **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

### **SKILLS AND KNOWLEDGE**

- Demonstrate enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Time Management – Prioritizing, Organizing.
- Communication – Oral, Written, Listening.
- Proper food handling procedures.
- Understands and practices safety and sanitation.

### **PHYSICAL DEMANDS**

- Stand for long lengths of time
- Lift up to 40 pounds.

- Stock deliveries and keep the area free of obstacles.
- Sweep floors.
- Ability to break down boxes and carry trash to dumpster.

#### **PERSONAL PROTECTIVE EQUIPMENT**

- Heat resistant mitts

#### **WORK ENVIRONMENT**

- Room temperature may be warm when the ovens are working.
- May be noisy during meals due to heavy student traffic.

#### **TERMS OF EMPLOYMENT**

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

#### **FLSA OVERTIME CATEGORY**

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION**

Performance will be evaluated in accordance with Charter School USA’s Policy.

#### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

#### **JOB REQUIREMENTS**

- High School Diploma or the equivalent preferred.
- Two years (2) experience in food service preferred.
- Knowledge of computer, cash register, and/or food processing machinery as related to specific job functions preferred.
- Successful completion of background check.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



## Job Description

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Job Title: BEFORE/AFTER CARE DIRECTOR

Reports to: Business Administrator

Job Code: 900X00

Revision Date: 01/09

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### **JOB PURPOSE**

Oversee maintaining an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising staff and students during authorized before or after school programs in accordance with CSUSA policy and established school procedures.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **Oversees Day-to-Day Operations of Before and Aftercare Program**

- Oversees registration of students into program.
- Monitors staff and students.
- Oversees proper student sign-in and dismissal procedures for Before Care.
- Oversees proper student check-in and dismissal procedures for After Care.
- Observes who enters and leaves child care area.
- Oversees and/or assists students with homework.
- Oversees and/or passes out snacks.
- Oversees and /or plays with students on playground.
- Coordinates field trips.

#### **Ensures Proper Infrastructure of Before and Aftercare Program**

- Ensures background check work references have been conducted on staff.
- Organizes and plans for age specific craft/entertainment programs.
- Purchases crafts and snacks.
- Organizes and plans for Spring/Summer Camp Programs.
- Submits reports and maintain records.

#### **Oversees Finances of Before and Aftercare Program**

- Plans budget.
- Ensures compliance to Budget.
- Receives and handles money in accordance with CSUSA guidelines.
- Oversees collection of A/R and NSF checks.
- Maintains accurate financial records.
- Maintains up to date data base of customers.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

## **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

## **SKILLS AND KNOWLEDGE**

- Demonstrated ability to lead people and get results through others.
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong customer and student orientation.
- Ability to work with large amounts of data, to research and interpret records, to detect errors, and make the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to implement best practices.
- Ability to be courteous and professional when dealing with parents, children and other co-workers.
- Supervisory Skills

## **JOB REQUIREMENTS**

- High School Diploma, or higher.
- Three (3) years experience in childcare management.
- Special certifications, i.e. CPR training, preferred.
- Computer literacy; proficient with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

## **PHYSICAL DEMANDS**

- Frequent reaching and stretching to pass out snacks.
- Frequent bending and flexing of arms and legs to play active games with children.
- Light work: Exerting up to 40 pounds of force occasionally (ice coolers), and/or up to 20 pounds of force as frequently as needed to move objects.

## **PERSONAL PROTECTIVE EQUIPMENT**

Before/After Care Director



## Job Description

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- None

### **WORK ENVIRONMENT**

- Usual child care working conditions

### **DECLARATION**

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Sample

Position Title: Before & After Care Worker  
Reports to: Principal

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## **JOB PURPOSE**

Responsible for assisting in maintenance of an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising students during authorized before or after school programs in accordance with CSUSA policy and established school procedures.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

This position is one that is in the public eye and program assistants must always reflect a professional manner as well as provide excellent customer service.

Candidates must be able to resolve conflicts with children and parents, possess the ability to be firm but friendly, and must be able to be courteous and professional when dealing with parents, children and other co-workers. Program assistant reports to the Director of the Before and After Care Program and to the school principal.

- Follows proper student sign in and dismissal procedures for Before Care.
- Follows proper student check in and dismissal procedures for After Care.
- Monitors students.
- Observes who enters and leaves child care area.
- Assists students with homework.
- Passes out snacks .
- Plays with students on playground.
- Tutors and assists students with homework.
- Resolves conflicts with children and parents.

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

## **DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

## **SKILLS AND KNOWLEDGE**

- Has the ability to be firm but friendly.
- Has the ability to be courteous and professional when dealing with parents, children and other co-workers.

## **PHYSICAL DEMANDS**

- Frequent reaching and stretching to pass out snacks.
- Frequent bending and flexing of arms and legs to play active games with children.

- Light work: Exerting up to 40 pounds of force occasionally (ice coolers), and/or up to 20 pounds of force as frequently as needed to move objects.

#### **PERSONAL PROTECTIVE EQUIPMENT**

- None

#### **TERMS OF EMPLOYMENT**

- Hourly rate shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.
- Must be fingerprinted/background checked through district prior to start date.

#### **FLSA OVERTIME CATEGORY**

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

#### **WORK ENVIRONMENT**

- The worker is subject to moderate noise in the school environment. The worker is not substantially exposed to adverse environmental conditions.

#### **DECLARATION**

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

#### **JOB REQUIREMENTS**

- High school diploma or higher education credential.
- Previous experience as daycare assistant or summer camp counselor, preferred
- Must like children.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

Appendix R  
School Start-up  
Plan

The construction project will be managed by Charter Schools USA (CSUSA). The development team of project managers coordinates the creation, implementation, and adherence to school-opening milestones and benchmarks. All project-related schedules are tracked and accessible online to ensure the most up-to-date information is available at all times. The development team will guide the project to successful completion by leading weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.

A model project timeline for CBPA's opening would include, but not be limited to the milestones/benchmarks outlined in the table below, which represents broad areas of activity. Detailed project plans will be built for each phase of the project. CSUSA has developed a proprietary comprehensive checklist detailing over 1,000 items to be completed to ensure a successful and safe school opening.

The New School Opening Team (NSOT) is a team of professionals representing each functional area. They are focused on ensuring all tasks that are required to open a brand-new school are completed on time and correctly. The NSOT will be led by a project manager who is responsible for planning, implementing, and directing the operational procedures for CBPA's opening.

The project manager completes the following tasks:

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

Meetings are attended by all departments and, once hired, the new school leadership team (principal, assistant principal, school operations administrator, etc.). Meetings are tailored to the corresponding timeline in the project plan. Each department is responsible for providing updates/info on their respective tasks and alerting the team of any potential issues. Any deficiencies or delays noticed by the project manager will also be addressed in these meetings.

The NSOT will commence as soon as CBPA is given a green light and will run through October after school has opened, ending in an after-action review of the project. A start-up budget is also included after the timetable below.

Period	Projected Timetable for Key Project Tasks
4/17 – 10/17	<ul style="list-style-type: none"> <li>• Approval of Charter Application</li> <li>• Construction Drawings/Plans Approval</li> <li>• Approval of Charter Contract</li> <li>• Finalize Architectural Design</li> <li>• Management Agreement Executed</li> <li>• Site Selected and Contract Executed</li> <li>• Site Review <ul style="list-style-type: none"> <li>○ Facilities – Use for Programs (e.g. Athletics, Sciences, etc.)</li> <li>○ Site Plan – Ingress/Egress, Transportation, Fields, Parking, Signage</li> <li>○ Zoning</li> </ul> </li> <li>• Construction Financing</li> <li>• Site Plan Approval</li> <li>• Land Development Permit</li> </ul>
6/17 – 11/17	<ul style="list-style-type: none"> <li>• Apply for General Building Permit</li> <li>• Land Development</li> <li>• Facility Construction</li> <li>• Open Enrollment Period</li> <li>• Enrollment – Finalize the Academy’s Budgets/Forecasts</li> <li>• General Community Awareness/Information Marketing</li> <li>• Technology Planning</li> <li>• Identify Potential Leadership Candidates</li> <li>• Lottery, if necessary</li> </ul>
11/17 – 8/18	<ul style="list-style-type: none"> <li>• Finalize Curriculum and Other Instructional Materials</li> <li>• RFP’s for Vendors <ul style="list-style-type: none"> <li>○ Services</li> <li>○ Furniture, Fixture, and Equipment listing (FF&amp;E)</li> <li>○ Technology</li> <li>○ Instructional Materials</li> </ul> </li> <li>• Community Activities</li> <li>• Facility Lease Executed</li> <li>• Construction (Ongoing)</li> <li>• Faculty Recruiting and Hiring</li> <li>• Faculty and Staff Training</li> <li>• Direct Marketing for Student Enrollment</li> <li>• Student Enrollment/Registration (Ongoing)</li> <li>• Complete Construction</li> </ul>
12/17 – 8/18	<ul style="list-style-type: none"> <li>• Certificate of Occupancy</li> <li>• Governing Board training</li> <li>• Installation of FF&amp;E</li> <li>• Technology Installation</li> <li>• Staff Move-in</li> <li>• Staff Training</li> <li>• Teacher Professional Development</li> <li>• “Open House” Sessions for Parents/Students</li> <li>• Student Enrollment/Registration (Ongoing)</li> <li>• First Day of School</li> <li>• Direct Marketing for Student Enrollment</li> </ul>

**Cane Bay Preparatory Academy**  
Start-Up Budget  
Pre-opening for 2018-19 School Year

	Description	Amount	Assumption	MAR	APR	MAY	JUN
	<b>REVENUES</b>						
1	Other (see assumption)	\$115,060.00	The planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. All initial startup cost for planning and development of the School will be paid by the ESP and reimbursed by the school upon operation. Charge-backs will be limited to direct costs only. These costs are incorporated into the school's first year's budget.	\$ 8,150.00	\$ 41,470.00	\$ 32,720.00	\$ 32,720.00
2	Start-up Grants	\$0.00					
3	<b>TOTAL REVENUE</b>	<b>\$115,060.00</b>		<b>\$ 8,150.00</b>	<b>\$ 41,470.00</b>	<b>\$ 32,720.00</b>	<b>\$ 32,720.00</b>
	<b>EXPENDITURES</b>						
	<b>Administrative Expenses</b>						
4	Salaries & Benefits	\$65,800.00			\$ 21,933.33	\$ 21,933.33	\$ 21,933.33
5	Advertising/ Marketing	\$12,500.00			\$ 10,000.00	\$ 1,250.00	\$ 1,250.00
6	Professional Services	\$3,000.00		\$ 3,000.00			
7	<b>Total Administrative</b>	<b>\$81,300.00</b>		<b>\$3,000.00</b>	<b>\$31,933.33</b>	<b>\$23,183.33</b>	<b>\$23,183.33</b>
	<b>Supplies &amp; Equipment</b>						
8	Printing and Postage	\$6,500.00		\$ 1,625.00	\$ 1,625.00	\$ 1,625.00	\$ 1,625.00
9	Materials & Supplies	\$1,000.00		\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00
10	<b>Total Supplies &amp; Equipment</b>	<b>\$7,500.00</b>		<b>\$ 1,875.00</b>	<b>\$ 1,875.00</b>	<b>\$ 1,875.00</b>	<b>\$ 1,875.00</b>
	<b>Facility</b>						
11	Rent	\$13,160.00			\$ 4,386.67	\$ 4,386.67	\$ 4,386.67
12	Telecommunications	\$2,000.00		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
13	Utilities	\$11,100.00		\$ 2,775.00	\$ 2,775.00	\$ 2,775.00	\$ 2,775.00
14	<b>Total Facility</b>	<b>\$26,260.00</b>		<b>\$ 3,275.00</b>	<b>\$ 7,661.67</b>	<b>\$ 7,661.67</b>	<b>\$ 7,661.67</b>
15	<b>TOTAL EXPENDITURES</b>	<b>\$115,060.00</b>		<b>\$ 8,150.00</b>	<b>\$ 41,470.00</b>	<b>\$ 32,720.00</b>	<b>\$ 32,720.00</b>
16	<b>Net Surplus</b>	<b>\$0.00</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

# Appendix T

## Desegregation Plan or Order



Superintendent:  
Elliot Smalley.

Board of Directors:  
Don McLaurin, Chairman  
Linzie Staley, Vice Chairman  
Kathleen Bounds, Secretary  
John Payne  
Anne Bull  
Laban Chappell  
John Payne

January 9, 2017

Re: Desegregation Orders or Plans

Dear Applicant:

In conjunction with your application, please note that S.C. Code Ann. § 59-40-60(F) requires a charter school to "provide assurance that the school does not conflict with any school district desegregation plan or order in effect for the school district in which the charter school is to be located." The South Carolina Public Charter School District is not subject to a desegregation plan or order. However, your application must include a statement as to whether the local school district where the school will be physically located is subject to a desegregation plan or order. If it is, then the application must provide the assurance required by S.C. Code Ann. § 59-40-60(F)(9).

Please contact me if you need any further information.

Sincerely,

A handwritten signature in black ink that reads "Catherine Watt". The signature is written in a cursive style and extends to the right with a long horizontal stroke.

Catherine Watt  
Director of New Schools

The Berkeley County School District, which is the district in which Cane Bay Preparatory Academy will be physically located, is not currently under a desegregation order.

Appendix U  
Draft Discipline  
Policy

## **Discipline Policy:**

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behaviors; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a true desire to help the student to do what is right. Though few students desire discipline, they often need it in order to reach their full potential.

Each teacher will establish appropriate procedures for discipline in his/her classroom based on these guidelines. **The following list is not all-inclusive:**

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

## **Student Code of Conduct and Discipline Guidelines**

Every teacher shall endeavor to hold each pupil to a strict accountability for any disorderly conduct in school, in school sponsored activities, on the playgrounds of the school, on the street, while going to or returning from school and during intermission or recess. To assist the teacher, the administrators of the School have established regulations for the use of disciplinary measures within the schools and continually monitor and appraise their usefulness.

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

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

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

### Authority of School Principals:

Principals shall have both the authority and the duty to take disciplinary action whenever the behavior of any pupil(s) materially interferes with or substantially disrupts the maintenance of a proper atmosphere for learning within the classroom or other parts of the school. Depending on the severity of the offense committed by the student, the principal retains the right and the responsibility to use any appropriate form of discipline available including suspension, recommending expulsion, and/or law enforcement. However, no pupil shall be disciplined in any manner by the School principal, teacher, or other school employee for the use of force upon another person when it can be reasonably concluded that the use of such force more probable than not was committed solely for the purpose of preventing a forcible offense against the pupil or a forcible offense provided that the force used must be reasonable and apparently necessary to prevent such offense. A pupil who is the aggressor or who brings on a difficulty cannot claim the right stated above to defend him or herself.

### Authority of School Teachers:

#### A. Teaching Behavioral Expectations and Remediation of Deficits

Each teacher shall in the beginning of each school year and periodically throughout the school year provide his or her students with the rules of the school and how those apply in their particular classroom. The teacher should teach the behavioral expectation and provide a system to acknowledge appropriate behavior and remediate behavioral deficits.

#### B. In-School Alternatives and Preservation of Instructional Time

Since academic achievement is associated with the amount of instructional time received by a student, the use of alternatives (re-teaching, remediation, brief time-out in classroom, calls to parents, notes home, behavior plans) to removal from class is encouraged. In addition, counseling alternatives (school counselors and/or other appropriate mental health professionals or a contracted outside agency) are encouraged.

C. Each teacher may take disciplinary action (no state form required) to correct a pupil who disrupts a normal classroom activity, who is disrespectful to a teacher, who willfully disobeys a teacher, who uses abusive or foul language directed at a teacher or another pupil, who violates school rules or who interferes with an orderly education process. The disciplinary action taken by the teacher shall be in accordance with such regulations and procedures established by the school's Minor Infraction Policy and in accordance with the School policy.

### Teacher and Staff Interventions:

A. Each school is required to have a documented Minor Infraction Policy in accordance with their School Wide Positive Behavior Support Implementation Plan.

B. The following classroom interventions may be utilized to correct student behavior.

- Restating of desired behavior and verbal reminder
- Re-teaching desired behavior; student-teacher conference
- Verbal warning
- Written warning, phone call/note home to parent
- Behavioral Contract
- Individual Behavior Management plan
- Referral to Student Services
- Denial of special privileges/work assignments

- Assignment of special extra duties
- Time Out
- Assignment of reasonable written or oral work
- Referral for a counseling session
- Peer mediation/conflict resolution
- Parent conference
- Detention

#### Minor Infractions:

A record of minor infractions for violation of classroom or school rules will be kept by the classroom teacher. Consequences for minor infractions should adhere to the following guidelines:

- 1<sup>st</sup> Infraction - Conference with student, documentation of infraction, and parental contact made by teacher
- 2<sup>nd</sup> Infraction - Conference with student, documentation of infraction, and parental contact made by teacher
- 3<sup>rd</sup> Infraction - Conference with student, documentation of infraction, school specific intervention(s) and parental contact made by teacher
- 4<sup>th</sup> Infraction - Teacher completes major referral form for repeated rule violation.

#### Student Removal from the Classroom:

A pupil may be immediately removed from a classroom by the teacher and placed in custody of the administrator or designee if the pupil's behavior prevents the orderly instruction of other pupils, poses an immediate threat to the safety of pupils or the teacher, or when a pupil exhibits disrespectful or threatening behavior toward a teacher. If removed, the student shall receive credit for school work missed when it is completed by the student based on its accuracy. Students who are not preventing instruction may be referred to the office but do not warrant immediate removal.

Upon the pupil being removed from class and sent to the principal's office, the principal or designee shall advise the student of the particular misconduct of which he is accused as well as the basis for such accusation, and the pupil shall be given an opportunity to explain his version of the facts. The principal shall conduct a counseling session with the pupil to discuss the particular misconduct and establish a course of action. If the principal determines that the removal of the student from class was warranted, the pupil shall not be readmitted to the classroom until the principal has implemented one of the following disciplinary measures:

- Detention – After school and/or Saturday
- Suspension- Requiring the completion of all assigned school and homework which would have been assigned and completed by the pupil during the period of suspension.
- Any other disciplinary measure authorized by the principal with the concurrence of the teacher.

When a pupil has been removed from a classroom, the teacher may require the parent, tutor, or legal guardian of the pupil to have a conference with the teacher in the presence of the principal or his or her designee before the pupil is readmitted. Upon the pupil's third removal from the same classroom, the teacher and principal shall discuss the pupil's disruptive behavior and contemplated disciplinary measures to be taken before the principal implements such measures. If appropriate, a referral of the matter may be made

to the Student Services Team. In addition, a conference between the teacher or other appropriate school employee and the pupil's parent, tutor or legal guardian shall be required prior to the pupil being readmitted. If the disruptive behavior persists, the teacher may request that the principal transfer the pupil into another setting.

Whenever a teacher is struck by a pupil, the pupil, in addition to any other discipline given, may be permanently removed from the teacher's classroom, unless the teacher objects, or unless the principal, with the concurrence of the Student Services Team, finds the striking incident to be entirely inadvertent.

Students who are suspended and/or expelled from school may not be on any school campus, school bus, or school event during the term of the suspension and/or expulsion.

Discipline assignments take precedence over all school activities (athletic events, band practice, field trips, etc.) Students suspended and/or expelled may not attend, participate or represent the school in any school activity during the terms of that exclusion or removal. Students returned to campus after a recommended expulsion may continue to be prohibited from extracurricular activities.

If a student exits to another school or enters from another school discipline reports will be requested and reviewed.

#### Administrative Interventions and Definitions:

The following chart provides a written description of the disciplinary interventions (consequences) that may be assigned to a student that commits a behavior infraction.

**After School and/or Saturday Detention:** held at the school site. A staff member monitors the Detention activities. The child does not miss class time.

**Behavior Plan:** a student specific plan that is aimed at improving problem behavior. Parents, students and school staff work together to develop and implement this plan.

**Confiscation:** of cell phones and electronics: (Refer to Policy)  
For all other items (i.e. toys, games): at the principal's discretion

**Loss of Privileges:** revocation of the right to participate in social and/or extracurricular activities.

**Suspension:** a suspension from campus for a specified length of time not to exceed 10 days. The student is marked absent. The student must complete assignments and shall receive full credit for such work if it is completed satisfactorily and timely. A parent conference will be scheduled upon the student's return to school.

**Parent Contact/Conference:** phone calls, notes home, letters, meetings with parents, automated calls, emails.

#### **Expulsion**

The School will comply with S.C. Code Ann. Section 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.

The Board may expel any student whose continued presence in school constitutes a clear

threat to the safety of other students or school staff. Students may be recommended for expulsion on the 4th offense that results in suspension and must be recommended for removal prior to the 11th day of out of school suspension and only after a Student Services Team meeting. This may be a result of habitual violations of school rules, or for other serious one-time infractions (drugs, weapons, and other serious offenses). A parent may waive their right to a due process hearing after meeting with a representative team from the school to discuss the problem behavior and select placement at an alternate school. If agreement between the parent and school cannot be reached, a due process hearing will be conducted by the Regional Director, who reviews the students discipline record, allows testimony from the student and school staff, and makes a determination if the student is removed from school or if other disciplinary action is taken. The Principal may recommend suspension or expulsion to the Board and Charter Schools USA's Regional Director of Education after following any additional due process requirements of South Carolina law. Prior to suspension or expulsion, the student has the right to a fair hearing as outlined by the Code of Conduct.

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

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

Offenses include but are not limited to the following:

- Fighting or other dangerous and/or disruptive behavior (hitting, kicking, harassing, pushing or biting)
- Possession or use of illegally-obtained drugs and tobacco
- Being under the influence or having alcoholic beverages on school grounds.
- Defacing or vandalism of school property
- Igniting any flammable substance
- Continual disruption of class
- Emotional outburst
- Profanity
- Insubordination
- Disrespect
- Peer Conflict

**Referral to Student Services or Mental Health Professional:** school based counseling or mental health services aimed at improving student behavior. Students will receive conflict management counseling, self-control tips, effective communication training, anger management counseling and other counseling as needed. Written parental consent is required for mental health services.

**Restitution or Repair:** payment or repair for damages to personal or school property.

**School Specific Interventions:** interventions that are used for certain behavior infractions.

**Threat Assessment:** multidisciplinary assessment used to validate a verbal, nonverbal or written threat by a student. Student and parent interviews are conducted if necessary.

**Time out:** a disciplinary action that allows the student time to reflect and refocus. The child is given time to sit quietly, to calm down and to refocus on the expected behaviors before returning to group instruction. It can be given in the classroom, in the office or in another classroom. Middle school students may be assigned a consequence that is more age-appropriate.

#### Due Process in Disciplinary Procedures:

Every student must be afforded due process in disciplinary procedures. Procedural due process is essentially based on the concept of "fundamental fairness". It includes an individual's right to be adequately notified of charges or proceedings, and the opportunity to be heard at these proceedings. When a student has been written up and presents to the office the following must occur:

1. The student must be told what he is accused of and by whom (faculty member)
2. The student must be given an opportunity to tell his version of the facts
3. Student must be allowed to provide any witnesses to the event
4. The student must be informed of the administrator's action on the infraction (consequence)
5. Parents must be notified by personal phone call at the numbers provided if the disposition is one of the following: Detention, Out of School Suspension (a letter must be mailed to home address on file).
6. Parents are not present during the principal's investigation or interviewing of the student.

The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other aggravating or mitigating circumstances will be considered in determining which actions should be taken.

For IDEA-eligible EC students, suspension and expulsions shall follow applicable federal, state and CSUSA laws/policies and provisions of the Individual Education Plan. Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable federal, state and CSUSA laws/policies as well as provisions of the Section 504 Accommodation Plan.

## Levels of Disciplinary Action

The School works diligently to provide an optimal learning environment for all students. Nonetheless, at times students may become disruptive, talkative, disrespectful, etc. To better deal with these types of behaviors, teachers and administrators will work collaboratively to implement a **Progressive Discipline Plan** and continue to implement the following alternatives to suspensions. Staff members responsible for student discipline will receive training on FAPE requirements to ensure that state policies are followed related to the discipline of students of disabilities.

The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other circumstances will be considered in determining which actions should be taken.

**Please note that for any suspension, parents are required to attend a parent conference with administration prior to the return to school.**

<b>Level 1 Infractions are acts that disrupt the orderly operation of the school environment.</b>		
<b>Infraction</b>	<b>Definition of Infraction</b>	<b>Consequences</b>
Uses Profanity or Obscenities	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used to another. Including swearing/cursing or name calling, including writing or drawing words or images that considered obscene or profane.	Assign consequences appropriate for the type and number of infractions that can include:  <i>Parent contact</i> <i>Detention</i> <i>Conference with student and/or parent</i>
Disturbs the school	Behavior causing major disruption of instruction or any school activity that includes, but is not limited to, sustained loud talking, yelling or screaming, noise with materials, and/or sustained out of seat behavior.	<i>Loss of privileges</i> <i>Reprimand</i> <i>Work Assignment</i> <i>Behavior plan</i> <i>Referral to Student Services</i>
Violates traffic and safety regulations	To break any rule or law that pertains to the obstruction and flow of traffic and/or safety regulations.	<i>Suspension</i> <i>Time Out</i>
Gambling	Wagering money or property	<b>Note:</b> Repeated violations of Level 1 infractions will be coded as Level 2- Repeated Rule Violation
Improper Dress/Dress Code Violation	Out-of-dress code	
Academic Dishonesty	Cheating that occurs in relation to a formal academic exercise may include plagiarism, fabrication, or deception	
Misusing the Internet or other forms of technology	Violating the Internet Use Policy	
<b>Level 2 Offenses which may seriously disrupt the learning environment</b>		
<b>Infraction</b>	<b>Definition of Infraction</b>	<b>Consequences</b>
Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority	<b>1<sup>st</sup> Step:</b> (*Note: Step 1 may be repeated at the discretion of the administration. Level 1 consequences may be assigned as well.) <i>Assign detention</i> <i>Parent Contact</i> <i>Conduct parent conference</i>
Treats an authority with disrespect	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.	

Conduct injurious to others (no intent)	Any unintentional but not malicious act that causes injury, damage, or pain to another.	<b>2<sup>nd</sup> Step:</b> <i>1 Day Out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i>  <b>3<sup>rd</sup> Step:</b> <i>3 Day Out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i>  <b>4<sup>th</sup> Step:</b> <i>5 Day out of School Suspension</i>
Cuts, defaces, or damages any part of the building or equipment (Under \$100.00)	Damage, destruction, or defacement of property belonging to the school valued under \$100.00	
Leaves Classroom without permission-Skipping Class	Exiting a classroom or instructional area without permission of the instructor. Student stays out of class without permission of a school staff more than 10 minutes.	
Is guilty of stealing (valued at less than \$100)	Taking or obtaining the property of another without permission or knowledge of the owner without violence.	<i>Parent Contact</i> <i>Conduct parent conference</i>
Bullying/Harassment/Threatening	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. This includes any act above done through the use of technology (cyber bullying) which can occur on or off school property.	
Forgery	To use, make, or reproduce another's signature	
Possession of obscene/pornographic material	Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.)	

### Level 3- Serious Offenses that compromise safety of the school community

Infraction	Definition of Infraction	Consequences
Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statement or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.	<b>1<sup>st</sup> Step:</b> (*Note: Step 1 may be repeated at the discretion of the administration. Level 1 consequences may be assigned as well.) <i>Assign detention</i> <i>Parent Contact</i> <i>Conduct parent conference</i> <i>2 Day out of School Suspension</i>
Using profane or obscene language to an adult	Vulgar verbal messages, words or gestures that include swearing or name calling	<b>2<sup>nd</sup> Step:</b>

Is guilty of immoral or vicious practices	Isolated incident that is an unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical or racial component. Act that is dangerous, aggressive or would be perceived as disturbing and not conforming to approved standard of social behavior.	<p><i>3 Day Out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i></p> <p><b>3<sup>rd</sup> Step:</b> <i>5 Day Out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i></p> <p><b>4<sup>th</sup> Step:</b> <i>Parent Contact</i> <i>Conduct parent conference</i></p>
Is guilty of conduct or habit injurious to his associates	Any intentional but not malicious act that causes injury, damage or pain to another.	
Uses or possesses tobacco products or lighter	The possession, use, purchase, intent to distribution, concealment or sale of tobacco products, e-cigarette or lighters.	
Cut, defaces, or damages any part of public school building/Vandalism over \$100.00 (requires restitution)	Damage , destruction, or defacement of property belonging to the school or others valued at over a \$100.00	
Instigates or participates in fights	A hostile confrontation resulting in physical contact or an attempt at physical contact.	
Repeatedly Leaves Classroom without permission after Level 2 consequences have already been delivered.	Exiting a classroom or instructional area without explicit permission.	
Is guilty of stealing over \$100.00 (requires restitution)	Taking or gaining the property of another, valued over \$100.00.	
False Alarm	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911 or discharging a fire extinguisher.	
Public indecency	Exposure of body parts in public view.	
Trespassing violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of property has been denied, or who remains on the property once notified or requested to leave.	
Failure to serve assigned consequence	Failure to serve Detention, Out of School Suspension or other assigned consequence.	
<b>Level 4 Infractions-Serious offenses which involve law enforcement intervention</b>		
<b>Infraction</b>	<b>Definition of Infraction</b>	<b>Consequences</b>
Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.	The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, purchase or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled substance or any paraphernalia linked to above on school grounds, at school-sponsored events or on school transportation vehicles.	

Uses or possesses alcoholic beverages.	The possession, use, purchase, intent to distribute, concealment, distribution, sale or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.	<i>Referral to Law Enforcement Recommendation for Expulsion</i>
Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code	Possessing weapon(s) designed to expel a projectile by action of an explosive.	
Possesses Firearms (not prohibited by federal law), knives, or other implements which may be used to inflict harm or injury.	Possesses firearms, knives or blades, which may be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/or storage space.	
Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause	
	physical harm or precipitate a fight or campus disturbance.	
Leaves school premises without permission	Exiting a school campus without explicit permission of the instructor.	
Commits any other serious offense	Any other serious offense not covered by any other of these codes resulting in need for law enforcement intervention.	

### **Procedures for Reporting Suspected Incidents of Bullying**

The definition of Bullying:

A pattern of one or more of the following:

- gestures, including but not limited to obscene gestures and making faces;
- written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumor;
- electronic communication including but not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device;
- physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property;
- repeatedly and purposefully shunning or excluding from activities;

Where the pattern of behavior is exhibited while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school sponsored activity or event.

The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the

student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

The principal/designee is responsible for receiving complaints alleging violations of the bullying policy. All school employees and parents chaperoning or supervising school-sponsored functions and events are required to report alleged violations of this policy to the principal or the principal's designee. A verbal report must be reported to the principal/designee on the same day as the employee or parents witnessed or otherwise learned of the incident and a written report must be filed no later than two days thereafter. The written report must be obtained from the principal/designee. The principal/designee will initiate an investigation into the bullying incident no later than the next business day that school is in session.

The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

DRAFT

Appendix W  
School Enrollment  
Projection Form



**Student Enrollment Projections for 10-Year Charter**

Name of Charter School Cane Bay Preparatory Academy

<b>GRADE</b>	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-Kindergarten	0	0	0	0	0	0	0	0	0	0
Kindergarten	120	120	120	120	120	120	120	120	120	120
First	92	115	115	115	115	115	115	115	115	115
Second	92	92	115	115	115	115	115	115	115	115
Third	69	92	92	115	115	115	115	115	115	115
Fourth	69	92	92	92	115	115	115	115	115	115
Fifth	69	92	92	92	115	115	115	115	115	115
Sixth	150	150	150	150	150	150	150	150	150	150
Seventh	0	150	150	150	150	150	150	150	150	150
Eighth	0	0	150	150	150	150	150	150	150	150
Ninth	0	0	0	0	0	0	0	0	0	0
Tenth	0	0	0	0	0	0	0	0	0	0
Eleventh	0	0	0	0	0	0	0	0	0	0
Twelfth	0	0	0	0	0	0	0	0	0	0
<b>TOTALS</b>	661	903	1076	1099	1145	1145	1145	1145	1145	1145

Appendix X  
Per-Pupil  
Estimate Review

# Cane Bay Preparatory Academy

## REVENUE SCHEDULE

Revenue Code	Program Code	Classification	Weighting	ADM (average Daily Membership)				
				Year 1	Year 2	Year 3	Year 4	Year 5
3311	K	Kindergarten	1.00	106.00	106.00	106.00	106.00	106.00
3312	P	Primary (1-3)	1.00	225.00	266.00	286.00	307.00	307.00
3313	EL	Elementary (4-8)	1.00	256.00	430.00	564.00	564.00	605.00
3314	HS	High School (9-12)	1.00	-	-	-	-	-
3315	TM	Trainable Mentally Handicapped	2.04	-	-	-	-	-
3316	SP	Speech handicapped	1.90	37.00	50.50	60.00	61.00	63.50
3317	HO	Homebound	1.00	-	-	-	-	-
3321	EH	Emotionally Handicapped	2.04	-	-	-	-	-
3322	EM	Educable Mentally Handicapped	1.74	37.00	50.50	60.00	61.00	63.50
3323	LD	Learning Disabilities	1.74	-	-	-	-	-
3324	HH	Hearing Handicapped	2.57	-	-	-	-	-
3325	VH	Visually Handicapped	2.57	-	-	-	-	-
3326	OH	Orthopedically Handicapped	2.04	-	-	-	-	-
3327	V	Vocational (Grades 9-12)	1.29	-	-	-	-	-
3331	AU	Autism	2.57	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>				<b>661.00</b>	<b>903.00</b>	<b>1,076.00</b>	<b>1,099.00</b>	<b>1,145.00</b>

Revenue Code	Program Code	Classification	Weighting	Add-ons				
				Year 1	Year 2	Year 3	Year 4	Year 5
3332	HIAC	High Achieving	0.15	87.00	118.00	141.00	144.00	150.00
3334	LEP	Limited English Proficiency	0.20	42.00	56.00	67.00	68.00	70.00
3351	ACAS	Academic Assistance	0.15	74.00	101.00	120.00	122.00	127.00
3352	PIP	Pupils in Poverty	0.20	370.16	421.68	434.56	447.44	473.20
				<b>573.16</b>	<b>696.68</b>	<b>762.56</b>	<b>781.44</b>	<b>820.20</b>

Base Rate (Brick and Mortar)		Year 1	Year 2	Year 3	Year 4	Year 5
		<b>5,820</b>	<b>5,936</b>	<b>6,055</b>	<b>6,176</b>	<b>6,300</b>

Revenue Code	Program Code	Classification	Weighting	Revenue by Classification				
				Year 1	Year 2	Year 3	Year 4	Year 5
3311	K	Kindergarten	1.00	616,920	629,258	641,844	654,680	667,774
3312	P	Primary (1-3)	1.00	1,309,500	1,579,082	1,731,767	1,896,103	1,934,025
3313	EL	Elementary (4-8)	1.00	1,489,920	2,552,652	3,415,092	3,483,394	3,811,352
3314	HS	High School (9-12)	1.00	-	-	-	-	-
3315	TM	Trainable Mentally Handicapped	2.04	-	-	-	-	-
3316	SP	Speech handicapped	1.90	409,146	569,598	690,285	715,825	760,065
3317	HO	Homebound	1.00	-	-	-	-	-
3321	EH	Emotionally Handicapped	2.04	-	-	-	-	-
3322	EM	Educable Mentally Handicapped	1.74	374,692	521,631	632,155	655,545	696,060
3323	LD	Learning Disabilities	1.74	-	-	-	-	-
3324	HH	Hearing Handicapped	2.57	-	-	-	-	-
3325	VH	Visually Handicapped	2.57	-	-	-	-	-
3326	OH	Orthopedically Handicapped	2.04	-	-	-	-	-
3327	V	Vocational (Grades 9-12)	1.29	-	-	-	-	-
3331	AU	Autism	2.57	-	-	-	-	-
3332	HIAC	High Achieving	0.15	75,951	105,074	128,066	133,407	141,744
3334	LEP	Limited English Proficiency	0.20	48,888	66,488	81,139	83,997	88,197
3351	ACAS	Academic Assistance	0.15	64,602	89,936	108,992	113,025	120,010
3352	PIP	Pupils in Poverty	0.20	430,866	500,652	526,263	552,699	596,209
<b>Projected EFA Funding</b>				<b>4,820,485</b>	<b>6,614,372</b>	<b>7,955,603</b>	<b>8,288,674</b>	<b>8,815,436</b>

Appendix Y  
5-Year Detailed  
Budget  
(Submitted as a  
Separate Excel File)

Appendix Z  
Ten-Year Budget  
Plan (Submitted as a  
Separate Excel File)

Appendix GG  
Applicable Insurance  
Documentation



January 30, 2017

Mr. Stewart Weinberg  
17E Battery Street  
Charleston, SC 29401

Re: Charter Schools USA – South Carolina

We have prepared an estimated cost of insurance portfolio for South Carolina. The premiums listed below are just an estimate; the insurance carriers will require a full underwriting submission to calculate the accurate premiums. I feel confident that the summary below fulfills the requirements requested.

All insurance carriers are licensed by the State of South Carolina and are rated at least A by AM Best.

**Workers' Compensation**

- Workers' Compensation and Employers Liability  
Premium is based on Total Remuneration of \$2,819,590 (subject to Audit)  
\$29,173 Estimated Premium

**Commercial General Liability**

- Liability insurance limits of \$1,000,000 each occurrence / \$2,000,000 aggregate as requested. The liability policy includes the following:
  - Premises and Operations
  - Products / Completed Operations Liability
  - Independent Contractors (unless the independent contractor has their own insurance)
  - Aggregate Limits per location
  - Separation of Insureds
  - Defense and Contractual Liability
  - Medical Payment \$15,000 per person

The above limit meets or exceeds the limit limits required by the South Carolina Tort Claims Act (S.C. CodeAnn.15-78-120 (Supp.2013))  
The premium is based on 661 Student & 60 Staff Members \$7,748

**Indemnity Insurance**

We will name the foundation as an additional insured under the General Liability Coverage and we will put in place the following coverages in place for the foundation

**Educators Legal Liability (Errors & Omissions)**

- \$1,000,000 Professional Aggregate Limit
- Premium is based on number of professional staff members

**Sexual or Physical Abuse or Molestation**

- \$1,000,000 each abusive conduct limit
- Premium is based on class grade of students and number of students

**Automobile Insurance**

Commercial auto insurance works by providing insurance coverage on any vehicle that the company uses for business purposes, and for your commercial drivers.

- Charter Schools USA carries a \$1,000,000 bodily injury and property damage limit per accident (using a symbol 1 which is the broadest auto symbol) and a \$1,000,000 limit for hired and non-owned auto liability

The Premium is based on the number of vehicles and for the Hired Non Owned Liability the number of employees \$5.00

**Property Insurance and Boiler and Machinery**

- The Property Insurance will be written for the full appraised value and or replacement cost of the building and contents of the property. Coverage includes Boiler & Machinery coverage. Coverage will be written using the Special Perils (Broadest form available), excluding flood and earthquake.

The premium is based on total insured values – a blanket limit for building, personal property and business income including extra expense. We base the premium on an insured value of \$12,000,000. Construction of the building fire resistive, 2 stories, \$68,800 square feet. \$32,000.

**Directors & Officers Liability (Management Liability)**

- Personal liability insurance that provides general cover to a firm's directors and senior executives. Paid usually by the firm, it reimburses (in part or in full) the costs resulting from law suits and judgments arising out of poor management decisions, employee dismissals, shareholder grievances, and other such acts committed in good faith. This includes any entity or organization that authorizes the Organization to operate as a charter school pursuant to the applicable state law governing charter schools.

The Premium is based on the number of full time/ part time employees and the revenue/assets \$3,600

**Employee Dishonesty: (Fidelity Bond)**

- This insurance protects the employer from financial loss due to the fraudulent activities of an employee or group of employees. The loss can be the result of the employee's theft of money, securities or other property of the employer

The Premium is based on number of employees, volunteers and revenue/assets \$700.

**Student Accident Insurance**

- Student Accident Insurance provides benefits for injuries that occur during school hours and or school sponsored and supervised activities (i.e. athletics, gym class, playground, field trips, JROTC, etc.). Student accident insurance serves to reduce or completely eliminate any out of pocket expenses not paid by primary coverage including copays, deductibles, coinsurance, etc., and will pay on a primary basis in the absence of other collectible coverage

The Premium is based on class grade of students and number of students, example 661 students attending grades K-8.

- **Excess Liability limits**

- A policy issued to provide limits in excess of an underlying liability policy.

- Current Limit of Liability - \$50,000,000 schedule of underlying coverages are:

- ✓ General Liability
      - ✓ Business Auto Liability
      - ✓ Abuse / Molestation
      - ✓ Employee Benefits Liability
      - ✓ Educators Legal Liability
      - ✓ Insured Person and Organization (Management Liability, Directors & Officers Liability, Employment Practices Liability)
      - ✓ Employers Liability

The Premium is a flat rate based on the underlying exposures. \$2,500

These are non-binding estimates of insurance which have been based on hypothetical exposures. The insurance carriers would require a full submission with all underwriting information including actual exposures.

Should you have any questions or comments, please do not hesitate to give me a call. My direct number is 727-796-6294.

Thank you,  
Arthur J. Gallagher & Co.,

~*Anna*

Anna M. Costa, CPCU  
Client Service Executive

AMC/