

**Application Cover Page**

**Applicant Information**

Name of Proposed School	Bridges Preparatory School
Mailing Address (if known)	PO Box 626
City, State, Zip Code	Port Royal, SC 29935
Name of Applicant Group	Bridges Preparatory School Charter Planning Group

**Contact Information**

Contact Person	Tyie Szalaj
Title/Position	
Office Telephone 982 7737	
Other Phone (cellular)	
Mailing Address	
City, State, Zip Code	

**Additional Information about Proposed Charter School**

Grade Levels during Opening Year: Kindergarten – 6 <sup>th</sup> Grade
Grade Levels at Full Student Matriculation: Kindergarten – 12 <sup>th</sup> Grade
Sponsor (local school district board or SCPCSD) Name: SCPCSD

<b>Certification:</b> I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant’s governing body has approved this document and pledges to comply with the attached assurances.	
Signature redacted	
Signature of Charter School Planning Committee Chair	Date 3-30-12

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

student performance of all students described in section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school's charter.	
Charter School Planning Committee Chair Name:	
Signature	Date
Sponsor Representative name:	
Signature	Date

*The Bridges Preparatory School (BPS) mission is to provide students equal access to a high quality K-12 whole child education that maximizes academic excellence and strength of character in a student-centered learning environment created by a faculty of lifelong learners.*

The charge of educating children is not one to be taken lightly or without great forethought. BPS has conducted months of research and planning then organized the findings from research-based curriculum into the charter being offered for approval. In accordance with the Six High Quality Standards of the SCDE, BPS will strive to offer continuous annual growth to students while maintaining a financially solvent accounting system. Through community outreach, it was apparent that families in and around Beaufort are continually seeking alternate educational options. BPS will form strong bonds within the community while empowering staff with extensive professional development.

BPS is unique in that it will provide students with individualized, whole-child instruction while infusing character and physical education in order to develop productive citizens. The BPS curriculum will also stress STEM (science, technology, engineering and math) with an emphasis on incorporating the latest technology for students and staff.

Consistent with our mission, BPS will provide equal access to students from varying attendance areas, backgrounds, and with diverse educational needs an opportunity to attend the school. The BPS Planning Committee also believes our effort to promote academic excellence will address the realities of socio-economic and racial inequities which are abundant in the Beaufort County area. Research supports our assertion that, in addition to core academic knowledge and a strong foundation in ethical problem solving, healthful personal habits, character education and the humanities contributes to improved educational outcomes for all students (J.

Curriculum Studies, 1997). Our objective is the development of productive citizens who fulfill their highest potential academically and behaviorally and who, as adults, contribute to society through their work, families and philanthropy. The BPS educational concept will be the foundation for a better school experience and ultimately, a better community.

In listening to the concerns about current grade structure from the community during outreach, BPS followed through with a charter initiative for a K-12 school. We will serve grades K-6, the first year with a projected enrollment of 360 students. Each year thereafter BPS will add grade spans until reaching 12<sup>th</sup> grade. This particular K-12 public educational setting is not available within Beaufort County.

We have been pleased with the outpouring of support for the BPS charter school initiative both from local parents and our sponsor, South Carolina Public Charter School District. BPS cannot succeed without a constituency that is invested in our mission and willing to support us both within the school and the surrounding areas. BPS will constantly seek feedback from not only our sponsor and staff but the public as well, in regards to stakeholder satisfaction. BPS will work diligently to develop and nurture these partnerships that will anchor BPS for years to come. Our commitment to continuous outreach will enable BPS to offer innovation and choice through public education.

In forming a plan for long-term success, BPS realizes that not only will our educational program need to be sound; the financial plan must be viable too. We have been working closely with a financial consulting firm that has repeatedly demonstrated its ability to assist charter schools with developing financial plans that lead to long-term sustainability. We believe our efforts, in conjunction with the financial consulting firm, have developed a plan that is sound and will facilitate future growth for BPS.

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### **1. Purpose and Support**

1. Charter School Mission Statement

*The Bridges Preparatory School (BPS) mission is to provide students equal access to a high quality K-12 whole-child education that maximizes academic excellence and strength of character in a student-centered learning environment created by a faculty of lifelong learners.*

The BPS curriculum will be STEM (science, technology, engineering and math) ~~based~~ infused with an emphasis on incorporating the latest technology for students and staff. BPS is unique in that it will provide students with individualized, whole-child instruction while infusing character and physical education in order to develop productive citizens. This particular K-12 educational setting is not available within Beaufort County.

“STEM Education is a new movement in American Education to help teachers and their students understand how the academic disciplines of Science, Technology Engineering and Mathematics impact their world. STEM allows students to engage in real world problems and experiences through project based, experimental learning activities that lead to higher level thinking.” ([www.genmoveusa.com](http://www.genmoveusa.com)) BPS will promote academic excellence in the classroom and beyond by providing a rigorous curriculum in a whole-child educational setting that not only challenges students at their individual levels of achievement but also integrates activities that infuse STEM with programs, such as, GenMove USA. These cross-curricular activities offered by GenMove USA mirror weekly lessons from the BPS classroom and are carried out in physical education and/or afterschool programs in a fun and active setting (based on age level appropriateness). For example, while children at BPS are engaged in playing the sport of soccer, they will also be learning subjects, such as, physics or Newton’s Law of Motion (GenMove Soccer Physics 2011). This bridging of STEM knowledge will allow BPS students an increased exposure to the disciplines of STEM which will promote not only physical health but also:



cognitive skills; problem solving; and critical thinking. All of these skills are necessary for success in higher learning, academics and life.

BPS intends to assist each child develop his/her unique gift intellectually, physically, socially, and ethically. We intend to be accountable to student learning through offering an array of progress assessments, including but not limited to: rubrics, test scores, individual learning plans, and progress reports. We will also develop student/teacher relationships, child/adolescent development, humanities, arts, movement and character education as this meets our ultimate goal of whole-child, student-centered learning.

The BPS planning committee pledges that our school will “provide each student the opportunity to realize his/her highest educational potential”, as outlined in Senate Bill 1203 which was introduced by SC Senator John W. Matthews in April 2006, thus surpassing the “minimally adequate education” standard mandated by the South Carolina constitution and upheld by the South Carolina Supreme Court. The BPS Planning Committee also believes our effort to promote academic excellence will address the realities of socio-economic and racial inequities. As the late Senator Paul Wellstone wrote, “It is simply negligent to force children to pass a test and expect that the poorest children, who face every disadvantage, will be able to do as well as those who have every advantage. When we do this we hold children responsible for our own inaction and unwillingness to live up to our own promises and our own obligations. Our ultimate goal is the development of citizens who fulfill their highest potential academically and behaviorally and who, as adults, contribute to society through their work, families and philanthropy.” Beaufort County and the surrounding areas of the Low Country are rich in history, culture and diversity. However, we continue to face many obstacles concerning education, socio-economic and racial inequalities. Through the BPS partnership with the National Paideia Organization and the implementation of

the Paideia principles; BPS will assist in bridging the achievement gap among all of the children in our community. BPS will teach to each unique child as an individual as opposed to part of the whole and will elevate those that are faced with disadvantages at home to the same level of those that are not. BPS will follow the Paideia principles which include; All children can learn; that, therefore, they all deserve the same quality of schooling, not just the same quantity; that the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all. (The Paideia Proposal, Mortimer Adler, 1982) BPS will strive to place all students on a level playing field not only through the Paideia instruction/methodologies but also by engaging students, families and the community to have a more active role in the education of its future citizens.

## 2. Admissions Policies and Procedures

### *i. Enrollment Procedures*

In accordance with Section 59-40-50 of the South Carolina Code of Laws, Title 59, Chapter 40, BPS will admit all students eligible to attend Kindergarten through twelfth grades residing in South Carolina, subject to space limitations. BPS will notify the sending district(s) immediately of transferring students. In the event that the number of applicants exceeds the capacity of a program, class, grade level or building, the students will be accepted by drawing, as specified in federal and state guidelines.

BPS will not limit, deny admission or show preference to any individual or group of individuals. BPS will recruit, register, and admit students without regard to race, creed, gender, national origin, ancestry, disability or need for Special Education services. Because BPS is seeking sponsorship through the South Carolina Public Charter School District, there will be no

out-of-district students. South Carolina law provides that priority status may be given to a sibling or siblings of a student ~~already~~ currently enrolled and attending ~~in~~ the school, to children of charter school employees, and to children of committee members. ~~provided their enrollment does not constitute more than twenty percent of the total charter enrollment.~~ BPS will honor these special circumstances for siblings of currently enrolled and attending students, children of charter school employees and committee members.

BPS will begin in Year 1 (2013-2014) with three classes each in Kindergarten through third grades and add two classes at each grade level in fourth through six grades. See Chart:

Bridges Preparatory School

<u>Grade</u>	<u>2013-</u> <u>14</u>	<u>2014-</u> <u>15</u>	<u>2015-</u> <u>16</u>	<u>2016-</u> <u>17</u>	<u>2017-</u> <u>18</u>	<u>2018-</u> <u>19</u>	<u>2019-</u> <u>20</u>	<u>2020-</u> <u>21</u>	<u>2021-</u> <u>22</u>	<u>2022-</u> <u>23</u>
K	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80
1 <sup>st</sup>	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80
2 <sup>nd</sup>	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80
3 <sup>rd</sup>	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80
4 <sup>th</sup>	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80
5 <sup>th</sup>	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80
6 <sup>th</sup>	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80
7 <sup>th</sup>	0	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80
8 <sup>th</sup>	0	0	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80
9 <sup>th</sup>	0	0	0	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60
10 <sup>th</sup>	0	0	0	0	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60
11 <sup>th</sup>	0	0	0	0	0	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60
12 <sup>th</sup>	0	0	0	0	0	0	2x20=40	2x20=40	2x20=40	3x20=60
Total Students	360	440	520	600	680	760	840	880	920	960

\* Numbers under years represent: # of classes x # of students = total for each grade level

Receipt and Processing of Applications

Once approved, BPS will begin to accept applications for enrollment until January

15<sup>th</sup>, 2013. In subsequent years, BPS will accept applications between October 15th and January 15th for the following school year. They will be processed in the following ways:

- Postal mail: Prior to Year 1 implementation, applications for enrollment may be mailed to Bridges Preparatory School, PO Box 626, Port Royal, SC 29935. In subsequent years, applications may be mailed to the BPS facility. BPS personnel will collect postal applications and date them according to postmark.
- E-mail: After Year 1 implementation, applications for enrollment may be e-mailed to BPS at [info@bridgespreparatoryschool.org](mailto:info@bridgespreparatoryschool.org). In subsequent years, applications may be e-mailed to a BPS address designated by the Head of School. BPS personnel will print a copy of emailed applications and date them according to date sent. The email system tracks date and time of submission.
- On-line: An on-line application may be available in subsequent years at [www.bridgespreparatoryschool.org](http://www.bridgespreparatoryschool.org). BPS personnel will print a copy of on-line applications and date them according to date submitted. The on-line system will track date and time of submission.
- In person-on-site: ~~During each~~ After year one of implementation, BPS will accept applications on site. The Head of School will designate personnel who will collect applications and date them according to date of submission.

\*BPS will notify parents either by US Mail or email confirming the receipt of the Application. Any applications received after January 15<sup>th</sup> will be considered on a first-come/first-served, space-available basis.

#### Priority Enrollment and Conduct of Drawing

If the number of applicants exceeds the number of available slots, a drawing will be used to

determine who gains admission. All applicants who would like to attend BPS must submit an application prior to the published deadline. Any applications received after the published deadline will be placed at the end of the wait list in the order of which they were received. Any students drawn after all seats are filled in a particular grade will be placed on a wait list in the order they are drawn. The drawing will be duly publicized and conducted in a public meeting.

All priority preferences will be considered in the following order:

- applicant sibling(s) of a currently enrolled and attending student;
- ~~• applicant sibling(s) of an accepted applicant applying for the same academic year;~~
- 2. child(ren) of BPS employees; and
- 3. child(ren) of the BPS Planning Committee member. ~~as long as it does not exceed 20% of the total enrollment for that year.~~

Priority enrollment for children of BPS employees and children of the charter committee cannot constitute more than 20% of the enrollment of the charter school. ~~Siblings who are applying for the first time will receive preference only after one of the sibling(s) has been drawn.~~ A student is only considered to have priority status in Year one of his/her attendance. Therefore in subsequent years, that student is considered as already enrolled and will not count towards priority status.

The drawing will proceed as follows:

For each applicant, BPS personnel will create a lottery card with applicant's drawing number.

- ~~• the name of the student; and~~
- ~~• sibling(s), if applicable; and~~

- ~~• Sibling(s), if applicable.~~

~~\*All information on the drawing card will be verified by BPS personnel against the application.~~

- Each individual card will be placed in an envelope. The outside of the envelope will note only the grade level for which the applicant applied.
- Each envelope will then be placed in a corresponding large, transparent container marked with each grade level. The envelopes will be thoroughly shuffled. The containers will be stored in a secure locked location.
- Kindergarten will be drawn first and then each of the other grade levels will be put on a card and placed into an unmarked envelope. These envelopes will be placed in a transparent container.
- A community representative, not associated with BPS, will then draw from the container to establish the order in which grade levels will be drawn.
- Once grade level order has been established, the representative will then proceed to draw from the first chosen grade level and continue until all cards are drawn.
- Each envelope will be opened and the applicants drawing number will be called out and placed on the board. The number and name will be recorded on an independent tally sheet.
- This will continue until all envelopes have been drawn for that grade level.
- Once all available seats have been filled, the process will continue with the rest of the applicants going on a wait list in the order they are drawn.
- ~~• In the event that a student is drawn in a subsequent grade level, is eligible for a slot and has a sibling on the wait list in another grade, that sibling would move up to the appropriate spot on the wait list.~~
- This will be repeated for each grade level until all grades and all cards have been drawn.

Following the Drawing and within 10 business days, BPS will send out Enrollment Packages to all students who were picked in the Drawing. Students will then have 10 business days to return the Enrollment Package. The envelope must be postmarked accordingly to be accepted. Any Enrollment Packages that are received late or are not returned to BPS will constitute that slot being offered to the next child on the wait list.

*ii. Students Outside the District*

Because BPS is seeking sponsorship through the South Carolina Public Charter School District, there will be no out-of-district students.

*ii. Student Appeals Process*

The drawing will be the final and binding result for admission. In the event that BPS denies admission to a student for reasons other than the result of the drawing, the student may appeal to the governing board of Bridges Preparatory School. In the event that a suitable resolution cannot be decided, then the student may appeal to the SC Public Charter School District Board of Trustees. The appeal to both groups must be within 10 business days in writing and state the grounds on which the appeal is based. The decision of the SCPCSD shall be binding and final without the right of appeal (Section 59-40-50(c) (1)).

3. Support for Formation of the Charter School

*i. Charter Planning Committee*

The BPS Charter Planning Committee originated as parents in and around the Beaufort area who desired school choice and sought a public K-12 educational environment that offers: rigorous student-centered learning, a focus on STEM and a smaller more nurturing classroom setting, while also implementing whole-child,



character-based education.

BPS believes that each child is unique, and therefore, has his/her individual learning style. It is the belief of the BPS Committee that the focus in the classroom should be based on each individual student, which allows teachers more academic freedom to provide quality student-centered education. While the BPS Charter Committee had a vision or mission, it was imperative to reach out to the surrounding communities to research what the public or stake-holders desired in a public school setting.

As the Charter Committee conducted public outreach meetings, the public demonstrated a strong desire for a K-12 school with, STEM-infused curriculum, individualized education plans, life-long learning skills, character education and increased physical education and/or health education. After gaining feedback from parents, the BPS Charter Committee incorporated these findings throughout the charter as a positive step towards serving the community or stake-holders needs.

The BPS Charter Planning Committee consists of a diverse group of concerned parents, citizens, educators and professionals in the following fields:

- Early Childhood Curriculum/~~Instruction~~;
- Elementary Education/~~Reading and Literacy~~;
- Curriculum Specialist;
- Math Resource Instructor;
- Business/ Management;

- Special Education/ Resource Instruction;
- Higher Education Administration;
- Accounting;
- Business Administration;
- Architectural Engineering;
- Project Management;
- Psychology;
- Health Care/Nursing;
- Parent Teacher Organization officers; and
- School Improvement Council Member(s).

The BPS Charter Planning Committee has been meeting as a group since August of 2010. In the beginning of our charter initiative, BPS started with 10 members. Since then, our numbers have increased and our group is comprised of dedicated professionals, parents and community members.

Note: The Charter Planning Committee will be dissolved shortly after the opening of the school when the school's first governing board is elected.

\*See Appendix 1 for Charter Planning Committee Profiles

*ii. Evidence of Support*

As a result of these efforts, BPS has received letters of support (copies available

upon request) from six hundred eighty three [683] community members, volunteers, organizations, and other South Carolinians who, in addition to those on the BPS Planning Committee and the parents of potential students, support the school and its mission. BPS also has received letters of support from Beaufort-area educators who support BPS and its mission (not included in charter due to current employment with Beaufort County School District). BPS receives additional interest for consideration of employment on a regular basis, but has not contracted nor promised any position to any person.

Current grade spans with supporting letters of interest:

K	1	2	3	4	5	6	7	8
107	101	82	61	51	67	45	36	24

\*See Appendix 2 for letters of support with grade level interest.

*iii. Conversion Schools*

BPS will not be a conversion charter school.

**ii. Academic Plan**

1. Educational Program

*i. Student Population*

1) BPS strongly values integrated learning communities, and our educational program is specifically designed to address the needs of students with diverse learning styles. Consistent with our mission, we desire to provide equal access to students from varying attendance areas, backgrounds, and with diverse educational needs an opportunity to attend the school. We will begin in year one (2013-2014) with three classes at each grade level in Kindergarten through third grades and two classes at each grade level in fourth through sixth grades. We will add the following classes:

- one K and one fourth grade class and two seventh grade classes in year two (2014-2015);
- one first and one fifth grade class and two eighth grade classes in year three (2015-2016);
- one second and one sixth grade class and two ninth grade classes in year four (2016-2017);
- one third and one seventh grade class and two tenth grade classes in year five (2017-2018);
- one fourth and one eighth grade class and two eleventh grade classes in year six (2018-2019);
- one fifth and one ninth grade class and two twelfth grade classes in year seven (2019-2020);
- one sixth and one tenth grade class in year eight (2020-2021);
- one seventh and one eleventh grade class in year nine (2021-2022); and
- one eighth and one twelfth grade class in year ten (2022-23).

\*See Appendix 3 for Student Enrollment Projections

2) BPS will not be a conversion school.

*ii. Goals and Objectives*

BPS's goals and objectives reflect the school's mission and our purpose to assist South Carolina in reaching academic excellence by improving student achievement through providing unique whole-child, student-centered learning and cutting edge professional opportunities for teachers. The character education will aid in developing productive members of society and life-long learners. The BPS educational program is designed to address the South Carolina Common Core Standards, and we intend to meet or exceed state performance standards.

**Goal 1:** BPS will assist its students in reaching academic excellence through individual growth over time relative to baseline measures.

Objective 1.1: During the first three years of the charter, at least 80% of BPS students will demonstrate the ability to actively learn factual information and apply a conceptual understanding in reading, writing, and math as measured by research based rubrics conducted through authentic assessment by teachers. In subsequent years, all students will demonstrate this ability by at least a 5% increase, up to 95%.

Strategies:

- BPS teachers, alongside Paideia staff development training, will develop a research-based rubric that aligns with South Carolina Common Core Standards.
- This rubric will measure individual growth on standardized tests, such as MAP and PASS.
- For those BPS students who do not perform well on written diagnostic tests, we will measure individual growth by oral assessment using a rubric geared towards listening and speaking skills.

\*See Appendix 17 18 for an example of the rubric.

Objective 1.2: At least 80% of BPS students will meet their reading targeted individual growth scores from the MAP test.

Note: BPS will align MAP protocol measurements with those of Beaufort County (please see chart). Currently Beaufort County strives to achieve 70% growth for MAP.

<b>Grade spans</b>	<b>Measurements of Growth</b>
Kindergarten – 2 <sup>nd</sup> grades	MAP testing measured Fall to Spring
3 <sup>rd</sup> – 8 <sup>th</sup> grades	MAP testing measured Spring to Spring

Strategies:

- Teachers and school administrators will work as a team to analyze the results of the grade appropriate MAP test to help diagnose students’ strengths and weaknesses.
- This will enable teachers to come up with individual instructional practices and/or implement changes in the student’s Individual Learning Plan.
- This will help the students to achieve their targeted individual growth scores for their MAP goal

Objective 1.3: At least 80% of BPS students will meet their math targeted individual growth scores from the MAP test.

Strategy:

- Teachers and school administrators will work as a team to analyze the results of the of the grade appropriate MAP test to help diagnose students’ strengths and weaknesses.
- This will enable teachers to come up with individual instructional practices and/or implement changes in the student’s Individual Learning Plan.

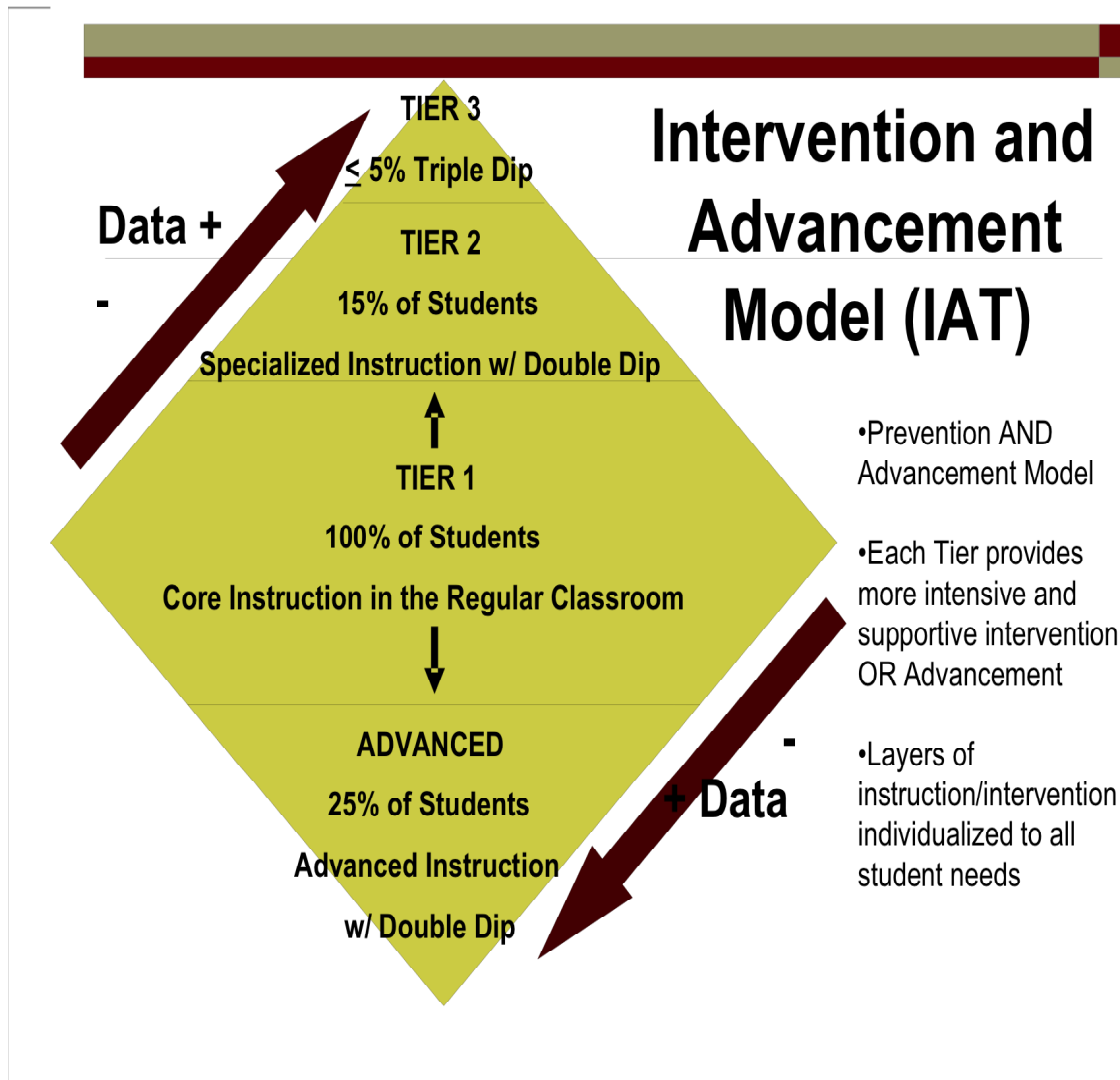
- This will help the students to achieve their targeted individual growth scores for their MAP goal.

Objective 1.4: In years three through ten of the charter, at least 80 % of 8<sup>th</sup> grade students will meet or exceed expected levels of growth on measures of reading achievement, when accounting for baseline levels of performance on PASS.

Strategies:

- Testing results and assessments will result in changes to established Individualized Learning Plans developed by teachers to address students' academic strengths and weaknesses.
- These plans will lead to students that obtain scores 20% below their benchmark being referred to the Intervention and Advancement Team (IAT) for more intensive and supportive intervention (please see IAT Model below).
- These plans will lead to students that obtain scores in the bottom 5% of their benchmark being referred to the Intervention and Advancement Team (IAT) for more supplemental instruction on top of the more intensive and supportive intervention.
- These plans will lead to students that obtain scores 25% above their benchmark being referred to the Intervention and Advancement Team (IAT) for more advanced intensive instruction.

- The top 5% of students that obtain scores above their benchmark will receive additional rigorous instruction on top of the advanced intensive instruction.



Objective 1.5: Over the first four years that twelfth grade is implemented at BPS, the on-time graduation rate will increase from at least 75% in year one to 90% in year four.

Note: In 2011, the on-time high school graduation rate for Beaufort County School District was 69.9%. This is the number BPS will strive to exceed. BPS’s new graduation rate objectives will be agreed upon with the sponsor for the year of 2024 and beyond, once this objective is met.



<b>Graduating class of 2019-2020</b>	<b>Graduating class of 2020-2021</b>	<b>Graduating class of 2021-2022</b>	<b>Graduating class of 2022-2023</b>
75% on-time	80% on-time	85% on-time	90% on-time

Strategies:

- BPS will achieve this due to students being exposed to: high quality; student-centered; character based; STEM infused; and whole-child educational programs.
- This unique educational program is not offered in a K-12 setting within Beaufort County.
- The combination of the above listed curricula will lay the foundation to increase each child’s unique desire to learn, as well as assist in academic achievement throughout each student’s educational experience.
- Students will remain enrolled because they are able to attend the same school K-12, which is unique for a public school. This will increase levels of satisfaction and community among students and stakeholders, thus maintaining high student retention.

Objective 1.6: In assisting our students in achieving academic excellence, BPS will strive to reach an Absolute Rating of “Average” or higher on Education Oversight Committee School (EOC) Report Cards.

Strategy:

- If the data indicates that BPS is not meeting this objective each year, BPS will assess the core curriculum, specialized interventions, and master schedule and re-design accordingly.

Objective 1.7: In assisting our students in achieving academic excellence, BPS will strive to reach an Improvement Rating of “Average” or higher on EOC School Report Cards.

Strategy:

- If the data indicates that BPS is not meeting this objective each year, BPS will assess the core curriculum, specialized interventions, and master schedule and re-design accordingly.

**Goal 2:** Students will gain knowledge and tools necessary to become productive citizens both now and in the future through quality character education and leadership development at BPS.

Note: The State of South Carolina’s Performance Vision is, “By 2020, all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and community.”

Objective 2.1: Each year, 100% of BPS students will demonstrate an increasing understanding of their role in the community as an individual and how their values impact their actions as measured by age appropriate based rubrics.

Note: BPS will utilize the staff training received through The Paideia National Organization and First Tee National School programs to develop age-appropriate rubrics.

Strategies:

- Students’ understanding of values will be measured through pre and post seminar documents created in conjunction with Paideia staff development.

- BPS teachers will develop age appropriate rubrics that encourage self-assessment(s) by the students of their own character traits/values. Please refer to Appendix ~~18~~19 for sample rubric.
- Adopt-a-Character Month based on the Nine Core Values of First Tee curriculum:
  - each month, grade level teachers will select a character value;
  - this value will align with the curriculum being taught in the classroom;
  - each student will develop self-reflection journals based on each monthly character value; and
  - teachers will use grade appropriate rubrics to assess the student's depth, knowledge and understanding of these intrinsic values.

Objective 2.2: 100 % of all BPS students will successfully complete a Character Education project of their choice by the end of their 12<sup>th</sup> grade year. This project will demonstrate both an abstract and concrete understanding of BPS's core values which have been infused throughout their academic career.

Strategies:

- Character Education will be implemented through, but not limited to: First Tee National School Program; GenMove USA; Second Step Program; and Paideia National Organization.
- All BPS teachers will develop lesson plans that incorporate the core values being taught with an assessment that utilizes a rubric for the student's Character Education project. The rubric will assist the teacher in scoring the project and allow for student self-reflection. See Appendix ~~19~~20 for Character Development rubric.

*iii. Academic Standards*

BPS students will achieve in each subject area at each grade level those standards that have been identified by the State Board of Education. Student achievement will be expected to meet or exceed goals outlined in the SC State Common Core Standards (CCSS) and other established state standards, as the academic standards adopted by the State Board of Education in July of 2010 and will serve as the foundation for curriculum design decisions. These standards are clearly defined, rigorous and appropriately challenging. In conjunction with the Head of School, teachers, SCPCSD and South Carolina Department of Education, BPS will constantly monitor and assess the academic program to ensure annual compliance with established standards. This will be implemented through professional development, staff planning and data review. Any new materials not correlated with established state and CCSS will be correlated by a committee of appropriate subject area or grade level teachers prior to their use in the classroom.

The CCSS for English Language Arts (ELA) and for Mathematics (Math) were adopted by South Carolina and will be fully implemented in ELA and Math by 2014-2015 school year.

<u>School Year Implementation Phase for Common Core State Standards</u>
<u>2011-2012 Transition Year</u>
<u>2012-2013 Transition Year</u>
<u>2013-2014 Bridge Year – CCSS will be used for instructional purposes starting in this year</u>
<u>2014-2014 Full Implementation</u>

English/Language Arts Education: In grades Kindergarten through twelfth, BPS students will achieve in Language Arts those standards that have been identified for each grade level by the State Board of Education. It is essential that all students acquire and develop the content and skills of English/Language Arts as specified in the state standards. The school will present learning opportunities to students so that such skills and content knowledge may be acquired. Accordingly, the school will teach Language Arts skills and content at each grade level in accordance with the ~~state common core standards~~ CCSS. BPS students will achieve the standards in the following categories and their related criteria but not limited to:

- Literature;
- Informational Text;
- Foundational Skills;
- Writing/Writing Standards;
- Speaking and Listening; and
- Language and Literacy in History/Social Studies/Science and Technical Subjects.

Mathematics Education: In grades Kindergarten through twelfth, BPS students will achieve in Mathematics those standards that have been identified for each grade level by the State Board of Education. It is essential that all students acquire and develop content knowledge and skills as required in the Mathematics academic standards specified in the state standards. The school will present learning opportunities to students so that such skills and knowledge may be acquired. Accordingly, the school will teach Mathematics skills and content at each grade level in accordance with the ~~state common core standards~~ CCSS. BPS students will achieve the standards in the following categories and their related criteria but not limited to:

- make sense of problems and persevere in solving them;
- reason abstractly and quantitatively;
- construct viable arguments/critique reasoning of others;
- model with Math;
- use appropriate tools strategically;
- attend to precision;
- look for and make use of structure; and
- look for and express regularity in repeated reasoning.

Social Studies Education: In grades Kindergarten through twelfth, BPS students will achieve in Social Studies those standards that have been identified for each grade level by the State Board of Education. It is essential that all students acquire and develop content knowledge and skills as required in the Social Studies academic standards specified in the state standards. The school will present learning opportunities to students so that such skills and knowledge may be acquired. Accordingly, the school will teach Social Studies skills and content at each grade level in accordance with the state ~~common core~~ standards. BPS students will achieve the standards in the following categories and their related criteria but not limited to:

Grades K-3:

- Kindergarten: Foundations of Social Studies: Children as Citizens
- Grade 1: Foundations of Social Studies: Families
- Grade 2: Foundations of Social Studies: Communities
- Grade 3: South Carolina Studies

Grades 4-5:

- Grade 4: United States Studies to 1865
- Grade 5: United States Studies: 1865 to Present

Grade 6-8:

- Grade 6: Early Cultures to 1600
- Grade 7: Contemporary Cultures: 1600 to Present
- Grade 8: South Carolina: One of the United States

High School Course Standards for Social Studies:

- United States History and the Constitution
- Economics
- United States Government

Science Education: In grades Kindergarten through twelfth, BPS students will achieve in Science those standards that have been identified for each grade level by the State Board of Education. Science Education is a general educational activity for all students. The primary goal of the school's Science program is to develop scientifically literate citizens and elevate to the same importance as math and reading. The Science program will be designed to promote the development of skills, concepts, and attitudes that will help students discover, interpret, and control natural phenomena, as well as the products of technology skills and knowledge as presented in the state academic standards. Accordingly, the curriculum will address state ~~common~~ ~~core~~ standards at grades Kindergarten through twelfth.

The South Carolina Content Standards are regularly reviewed and revised; 2012 is the year to review and revise the current South Carolina Academic Science Standards (SCAC). In a review of science standards nationally, the *Fordham Institute* rates them as A- and among the top six sets of standards nationally (<http://ed.sc.gov/agency/pr/standards-and-curriculum/ScienceStandardsRevisionInformationPage.cfmrated>). In order to ensure our curriculum is meeting or exceeding these standards, BPS will consistently monitor revisions so that our curriculum aligns with current CCSS. In accordance with South Carolina's Standards, BPS students will achieve the standards that fall under each of the following categories and their related criteria but not limited to:

- Standard K-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
- Standard 1-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
- Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
- Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.



- Standard 4-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
- Standard 5-1: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.
- Standard 6-1: The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.
- Standard 7-1: The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.
- Standard 8-1: The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.

Physical Science:

- Standard PS-1: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Biology:

- Standard B-1: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Chemistry:

- Standard C-1: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Health and Physical Education: In grades Kindergarten through twelfth, BPS students will achieve in Physical Education those standards that have been identified for each grade level by the State Board of Education. BPS is committed to a sound, comprehensive Health Education program that is an integral part of each student's general education. ~~One component of Health Education is Physical Education.~~ Daily Physical Education is a curriculum requirement in all grades at BPS. In accordance with South Carolina's Standards, BPS students will achieve the standards that fall under each of the following categories and their related criteria but not limited

to:

- Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities.

- Standard 3: The student will participate regularly in physical activity.
- Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness.
- Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.
- Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.

Arts Education: In grades Kindergarten through twelfth, BPS students will achieve in the Arts those standards that have been identified for each grade level by the State Board of Education. The study of the Arts is an integral curriculum requirement for all BPS. The Arts program is child-centered to develop intellectual, creative, and aesthetic growth through curriculum experiences in the Arts, the history of the Arts, Art criticism, and an understanding of his/her and others' cultural heritage. Students will be expected to achieve in the Arts at each grade level those common core standards reflected in the SC Curriculum Standards for the Visual and Performing Arts. In accordance with South Carolina's Standards, BPS students will achieve the standards that fall under each of the following categories and their related criteria but not limited to:

- Dance;
- Media Arts;
- General Music;
- Choral Music;
- Instructional Music;

- Theater; and
- Visual Arts.

Music Education: In grades Kindergarten through twelfth, BPS students will achieve in Music those standards that have been identified for each grade level by the State Board of Education. The study of Music is an integral curriculum requirement for all BPS students. Music Education is a part of the total educational program and will be scheduled cooperatively by providing Music instruction as part of the curriculum in all grades. Students will be expected to achieve in Music at each grade level those common core standards reflected in the SC Curriculum Standards for the Visual and Performing Arts. In accordance with South Carolina's Standards, BPS students will achieve the standards that fall under each of the following categories and their related criteria but not limited to:

- General Music;
- Choral Music; and
- Instructional Music

Foreign Language Education: In grades Kindergarten through twelfth, BPS students will achieve in Foreign Language those standards that have been identified for each grade level by the State Board of Education. Foreign Language Education is an integral curriculum requirement for all BPS students. Foreign Language Education is part of the total educational program and will be scheduled cooperatively by providing Foreign Language instruction as part of the curriculum in all grades. Students will be expected to achieve in Foreign Language at each grade level those standards reflected in the 2006 South Carolina Academic Standards for Modern and Classical

Languages. In accordance with South Carolina's Standards, BPS students will achieve the standards that fall under each of the following categories and their related criteria but not limited to:

Academic Standards for Modern Languages:

- Communication;
- Cultures;
- Connections;
- Comparisons; and
- Communities

Stage-Level Standards for Modern Languages:

- Beginning;
- Developing; and
- Expanding

Academic Standards for Classical Languages:

- Communication;
- Culture;
- Connections;
- Comparisons, and

- Communities

### Stage-Level Standards for Classical Languages

- Beginning;
- Developing; and
- Expanding

Computer/Technology Literacy: In grades Kindergarten through twelfth, BPS students will achieve in Computer/Technology Literacy those standards that have been identified for each grade level by the State Board of Education. ~~The primary goal of Computer/Technology Literacy will be those standards that have been identified for each grade level by the State Board of Education.~~ The primary goal of Computer/Technology studies is to develop technologically literate citizens. However, these studies do not exist in a vacuum – the school will use educational technology to support curriculum and instruction. The BPS Planning Committee believes that students, teachers, and others should have access to technological resources and the ability to use those resources at the time and place of need. The school will present learning opportunities to students at each grade level the technology skills and content knowledge that may be acquired for the technology standards of achievement as provided by the State Board of Education.

In keeping our goal to infuse STEM BPS will strive to exceed the standards set for Computer Science and Technology put forth by the state of South Carolina. There are four different components stressed in these standards: Digital Citizenship; Media Literacy; Cyber Ethics; and Personal Safety. In accordance with South Carolina’s Standards BPS students will

achieve the standards that fall under each of the following categories and their related criteria but not limited to:

Kindergarten – Grade 2:

- Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.
- Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.
- Standard 3: Students recognize ethical and legal issues while accessing, creating and using digital tool and resources in order to make informed decisions.
- Standard 4: Students will recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources.

Grades 3-5:

- Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.
- Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.
- Standard 3: Students recognize ethical and legal issues while accessing, creating and using digital tool and resources in order to make informed decisions.

- Standard 4: Students will recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources.

Grades 6-8:

- Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.
- Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.
- Standard 3: Students recognize ethical and legal issues while accessing, creating and using digital tool and resources in order to make informed decisions.
- Standard 4: Students will recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources.

Grades 9-12:

- Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.
- Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.
- Standard 3: Students recognize ethical and legal issues while accessing, creating and using digital tool and resources in order to make informed decisions.
- Standard 4: Students will recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources.



Health Education: In grades Kindergarten through twelfth, BPS students will achieve in Health Education those standards that have been identified for each grade level by the State Board of Education. The school is committed to a sound, comprehensive Health Education program that is an integral part of each student's general education. The school will fulfill its responsibility for meeting the health needs of children and youth through a comprehensive program of Health Education in all grades. In accordance with South Carolina's Standards, BPS students will achieve the standards that fall under each of the following categories and their related criteria but not limited to:

- Standard 1: The student will comprehend concepts related to health promotion to enhance health.
- Standard 2: The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4: The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: The student will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: The student will demonstrate the ability to use goal-setting skills to enhance health.

- Standard 7: The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
- Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

These academic standards describe what students should know and be able to do. Standard 1 is the traditional content and knowledge standard. Standards 2 through 8 emphasize skill development. The *South Carolina Academic Standards for Health and Safety Education* aligns with the National Health Education Standards.

Character Education: BPS is committed to the ideals of good character and citizenship through Character Education. Character Education is a part of the school's mission of successful teaching and learning. These ideals include, but are not limited to, the following: personal integrity and honesty; respect for the rights of all persons regardless of race, religion, gender, age, physical condition or mental state; sense of justice and fair play; trustworthiness; patriotism; citizenship; understanding, sympathy, concern and compassion for others; discipline and pride in one's work; respect for one's property and the property of others, including public property; understanding of the rights and obligations of a citizen in a democratic society; respect for authority; and self-advocacy. The school's program of Character Education will include a meaningful and challenging curriculum that respects all learners and helps them succeed. The school will maintain school communities in which positive behavior is practiced, demonstrated, modeled, and reinforced within an environment of mutual respect and dignity. Also, the First Tee program that will be implemented in the Physical Education program teaches these nine core

values, which go along with the Character Education goals: confidence; respect; judgment; responsibility; sportsmanship; courtesy; honesty; integrity; and perseverance.

“Good character education is good education. Recent findings show that effective character education supports and enhances the academic goals of schools: good character education promotes learning. It is clear that just as we cannot avoid character education, we cannot afford to implement it half-heartedly or wrong headedly. We need to take character education as seriously as we take academic education.” (*What Works in Character Education: A Research-driven Guide for Educators* by Marvin. Berkowitz, PhD and Melinda C. Bier, PhD.)

Environmental Education: The BPS Planning committee believes that the quality of life and ultimately the question of survival depend upon humans’ ability to live in harmony with the physical environment. Our school will provide cross-disciplinary experiences leading to the knowledge, skills, and positive attitudes that will enable our students to develop a balanced use of natural resources. This balanced use will recognize the concurrent rights of present and future generations. A basic aim of all Environmental Education is to succeed in making individuals and communities understand the complex nature of the natural and the built environments. This complex nature results from the interaction of biological, physical, social, economic, and cultural aspects. Environmental Education will allow BPS to acquire the knowledge, values, attitudes, and practical skills to participate in a responsible and effective way in anticipating and solving environmental problems and in the management of the quality of the environment.

A further basic aim of Environmental Education is clearly to show the economic, political, and ecological interdependence of the modern world in which decisions and actions by the different countries can have international repercussions. BPS Environmental Education will help to develop a sense of responsibility and solidarity among countries and regions as the foundation

of conservation and improvement of the environment. The following are the goals of Environmental Education: 1) to foster clear awareness of, and concern about, economic, social, political, and ecological interdependence in urban and rural areas; 2) to provide opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment; and 3) to create new patterns of behavior towards the environment.

Consumer Education: Today's society demands that education teach not only basic skills, but that it also addresses issues relevant to the daily problems of life. Many of the problems that confront us in our lives are consumer-oriented. BPS affirms its responsibility to assume a leadership role in this area. The school will conduct instruction in Consumer Education in conjunction with courses in any relevant and appropriate area of study. This instruction will be sequential and interdisciplinary in nature, and suited to meet the needs of the students at their respective grade level class in year nine (2020-2021).

2) BPS will adopt the academic common core standards established by the State Board of Education and approved by the State Board of Education and the South Carolina Legislature, as well as, other established academic standards. BPS believes these standards are clearly defined, rigorous, and appropriately challenging. During the planning process, the BPS Planning Committee discussed the proposed educational program and committed to these academic common core standards. BPS believes that mastery of these standards is essential for students to be successful in the public school system of South Carolina and, in turn, to address the school's mission to assist South Carolina in achieving academic excellence. However, curriculum development and the implementation of change are intricate processes, and they require close cooperation among the instructional personnel who will implement the curriculum, as well as continuous research, experimentation, and critical analysis. The BPS Planning Committee desires

to continuously provide a dynamic instructional program. Such a program may require regular change in the curriculum and courses of study. The curriculum will include a basic program which provides for intellectual growth as well as educational and occupational guidance. It will take into consideration a student's total learning environment. The basic program will use books, software and materials that are state-adopted or have been correlated to state standards. Any new materials not correlated with state common core standards will be correlated by a committee of appropriate subject area or grade level teachers prior to their use in the classroom.

3) BPS will regularly assess whether all students are achieving or attaining standards and will use a variety of methods to gather and monitor student performance information. When assessment drives instruction, students learn more and become more confident, self-directed learners. The BPS Planning Committee believes that students respond more positively to the opportunity for success than to the threat of failure. The school seeks, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The school will emphasize achievement, rather than failure, in its process of evaluating student performance to determine whether they are achieving or attaining the standards. Regularly issued report cards, combined with parent-teacher-student conferences, will serve to promote a process of continuous evaluation of student performance. This process informs students and their parents/legal guardians and provides a basis for bringing about change in student performance if such change is necessary.

Tests and Examinations: Student evaluation is an integral part of the teaching-learning process. Teacher communication with the student and with the parent/legal guardian regarding individual student achievement on tests and examinations is a central part of the evaluative

process. The classroom teacher is responsible for student evaluation, subject to the supervision of the Head of School. All current applicable state laws and regulations will be implemented.

Report Cards and Progress Reports: The school recognizes that regularly issued report cards, combined with parent-teacher-student conferences, serve to promote a process of continuous evaluation of student performance. At all grade levels, the information provided on report cards will give the student and the parent/legal guardian insight into the student's strengths and weaknesses. The school will send progress reports regularly to parents/legal guardians based upon data from the student's grade level curriculum standards.

Parent Conferences: Close communication between home and school is an important factor in establishing a highly effective school program. Planned conferences among students, parents/legal guardians, and teachers are an important way to bring about understanding and close cooperation between the home and school. Teachers will maintain close communication with all students and their parents/legal guardians, not just with those for whom academic or other problems suggest the need for closer communication. Personal conferences among students, parents/legal guardians, and teachers supplement the formal reporting system. These conferences are one way of creating better understanding between the home and school. They also provide an opportunity for open communication regarding administrative procedures, instructional programs, goals, objectives, and pertinent information regarding student progress. BPS will encourage parent conferences involving teacher, student, and the Head of School as appropriate. The conferences can be: face to face, email, phone, and/or SKYPE. This will enable the teacher and parents different options to conference at a time convenient for all involved.

*iv. Educational and Curricular Program*

1) BPS teaching strategies will be formed by the work of educational researchers and by the experiences of exemplary classroom teachers. The school’s guiding principles will reflect the Responsive Classroom approach ([www.responsiveclassroom.org](http://www.responsiveclassroom.org)). This educational approach creates learning environments where children thrive academically, socially, and emotionally in urban, rural, and suburban settings nationwide. Educators using these strategies report increases in student investment, responsibility, and learning, and decreases in problem behavior in the classroom. The following principles will guide BPS methods:

- the social curriculum is as important as the academic curriculum;
- how children learn is as important as what they learn: process and content go hand in hand;
- the greatest cognitive growth occurs through social interaction;
- to be successful academically and socially, children need the following set of social skills: cooperation; assertion; responsibility; empathy; and self-control;
- knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach;
- knowing the families of the children we teach and working with them as partners is essential to the children's education; and
- how the adults at school work together is as important as individual competence, lasting change begins with the adult community.

The BPS curriculum will provide “best practices” instruction by offering a blend of

traditionalist and constructivist philosophies, a dialectical constructivism. The traditionalist, or exogenous constructivist, aspect of BPS expands upon the philosophies of Siegfried Engelmann and Jeanne Chall. BPS will incorporate a “model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined teaching tasks” (National Institute for Direct Instruction, n.d.). Teachers at BPS will provide a high level of support, structure, and guidance for students while they learn concepts and skills. The endogenous constructivism component espouses the belief that children are capable learners with many questions, ideas, feelings, and theories about their world views. Teachers and young children are partners in the learning process (Cadwell, 1997; Cadwell & Fyfe, 1996; Chaille & Britain, 1997; Edwards, Gandini, & Forman, 1999). This educational perspective emphasizes children's need for opportunities to ask their own questions, study their answers, and revise or modify their thinking. Curriculum subjects will be selected and studied deliberately, with time set aside for observation and discussion (Hughes, 2002). The Reggio Emilia approach is a successful example of the dialectical constructivist approach that BPS will emulate. Components include community and parental involvement, teachers as learners, the crucial role of the learning environment, projects as vehicles for scholarship, and the variety of languages children use to depict their understanding

BPS will be affiliated with The National Paideia Organization since its philosophy and principles incorporate everything BPS wants to accomplish with our school. “*The Paideia philosophy gives students lifetime skills. It teaches them how to engage in civil dialogue, think critically, and look at both sides of issues. Because students learn how to agree to disagree, a Paideia school environment is really positive*” (Steve Ball). Paideia’s three columns of instruction will let BPS reach its goals. They are: Didactic Instruction - the delivery of factual information;



Intellectual Coaching - guidance through modeling and questioning; and Paideia Seminar - a collaborative, intellectual dialogue facilitated by open-ended questions about a text. Paideia is a kid-friendly way to learn, where students don't just sit there absorbing information, but they are learning how to be learners and critical thinkers. Within that context, the BPS teacher's role is to:

- co-explore the learning experience with the children;
- provoke ideas, problem solving, and conflict resolution;
- take ideas from the children and return them for further exploration;
- organize the classroom and materials to be aesthetically pleasing;
- organize materials to help children make thoughtful decisions about the media;
- document children's progress with visual representation, film, digital recording, portfolios;
- help children see the connections in learning and experiences;
- help children express their knowledge through representational work;
- form a "collective" among other teachers and parents;
- have a dialogue about the projects with parents and other teachers; and
- foster the connection between home, school and community.

BPS will evaluate each year to see if the Paideia method is working to accomplish its mission and goals. If it's not working, then BPS will re-design accordingly. If data indicates this program is not fulfilling the mission of BPS, the Head of School along with staff will research a new program to meet the needs of the students.

STEM (Science, Technology, Engineering, and Mathematics) education will be part of the school's curriculum for grades K-12. STEM focused schools elevate science to the same level of importance as reading and mathematics. It enables students to use this knowledge in their personal and professional lives. Young people are the key to solving global challenges. A solid mathematics and science foundation coupled with skills, such as critical thinking, collaboration, and problem solving, are crucial for their success. The program focuses on student engagement and skills from the earliest grades in science, mathematics, and technology to help foster interest for their later school years and careers. The ultimate goal is to grow the proficiency level of students in all sciences and mathematics. STEM will also be integrated with the GenMove Physical Education program for grades 6-12.

Projects will play a major role in the curriculum of BPS. Project ideas are derived from student interest, unfolding over time. They involve investigation, expression, reinvestigation, and more expression. Projects are not done because students will be tested and graded on them; they are done because children are motivated to learn.

BPS Projects will:

- emerge from children's ideas and/or interests;
- be provoked by teachers;
- be introduced by teachers knowing what is of interest to children: shadows, puddles, tall buildings, construction sites, nature, etc.; and
- be concrete, personal from real experiences, important to children; be “large” enough for diversity of ideas, and rich in interpretive/representational expression.

<p>Reading</p>	<p>Traditional Reading instruction will include programs that use a systematic and explicit instructional approach that is grounded in research. Once children demonstrate an understanding of the essential components of reading, enrichment activities will follow.</p> <p>Children will be given the keys to understanding the reading process through the selected program. This knowledge will be enhanced by observing what good readers do when they encounter unfamiliar words.</p> <p>Consistent with best practice in literary instruction, children will learn to read through real reading experiences, primarily using children’s literature. Reading skills and strategies will be taught through whole-class instruction using structures such as shared reading and mini-lessons. Guided Reading will address the needs of small-groups of readers, and individual readers will be coached during reading workshop and individual conferences.</p>
<p>Writing/ Handwriting</p>	<p>Writing for authentic purposes will be done on a daily basis. Topics will be generated by individual students with teacher guidance. Writing skills and strategies will be taught through whole class or small-group mini-lessons and writers will be coached individually during writing workshop. Students will be given ample opportunity to share their writing and will spend a great deal of time learning the craft of writing by carefully studying authors that they enjoy. Manuscript will be taught in earlier grades, and cursive in later grades as students demonstrate prerequisite skills and readiness. Students will practice handwriting when their work is published. Students will be encouraged to focus on content in draft work and concentrate on handwriting in the final drafts of writing. When appropriate, technology will be used in the publication process.</p>
<p>Vocabulary</p>	<p>Language is a powerful tool. In the classroom, language is used to stretch children’s curiosity, reasoning ability, creativity, and independence. Vocabulary will be identified by individual, small- groups, or whole class through inquiry into language use by readers and/ or writers. New words will be highlighted in various ways, and students will be encouraged to document important words in their writer’s notebooks for later use in writing and conversation.</p>
<p>Spelling</p>	<p>Emphasis is placed on helping children understand and use English spelling patterns. Spelling instruction will occur through mini- lessons focusing on spelling patterns and strategies. Spelling patterns will often be addressed in daily shared reading lessons and interactive writing lessons. Spelling will also be addressed with individual children in writing conferences. Because the curriculum can be driven by student interest and discovery, the spelling words can be student-selected through teacher guidance.</p>
<p>Mathematics</p>	<p>Mathematical concepts will be established through a selected program that emphasizes a systematic and explicit instructional approach. Once understanding of these foundational concepts is established, knowledge will</p>

	<p>be enriched through a variety of activities.</p> <p>Math instruction will focus on how, when, and why the math concept is used. Concepts learned will be practiced through application in a focus study. Emphasis is placed on effective strategies for problem-solving. Children will have many opportunities to apply the mathematical concepts they learn through interacting with the world in which they live. Math literature and math manipulatives will be used to deepen understanding of mathematical concepts.</p> <p>Building upon our inspiration by Piaget, Vygotsky, and Dewey, we opt to enrich our work with numbers, mathematics, and perception through project based learning. We are convinced that it is not an imposition on children or an artificial exercise to work with numbers, quantity, classification, dimensions, forms, measurement, transformation, orientation, conservation and change, or speed and space, because these explorations belong spontaneous to the everyday experiences of living, playing, negotiating, thinking, and speaking by children (Malaguzzi, n.d.)</p>
<p>Science</p>	<p>The development of BPS science units will be guided by the SC state common core standards. BPS will utilize research-based curricula, such as but not limited to PITSCO, in conjunction with a careful application of science note-booking. In the event that no relevant research-based materials are available, teachers will develop inquiry-based science units that follow a child’s natural cycle of learning (Lawson, Abraham, &amp; Renner, 1989; Eisenkraft, 2003). BPS science courses will emphasize the processes of Science and Conceptual Understanding of topics. As such, BPS science units will culminate in a project that allows the students to demonstrate their knowledge.</p> <p>Science units of study will be developed using the South Carolina state curriculum standards as one of many resources. Teachers will create lessons that provide baseline information regarding the topic or concept under study and then have children work independently or in small groups to inquire further. Children will be expected to learn the content standard and develop specialized expertise through expert projects. Students will have a weekly science observation time to explore the scientific process.</p>
<p>Social Studies</p>	<p>Social Studies units of study will be developed using the South Carolina state curriculum standards as one of many resources. Teachers will build lessons that provide baseline information regarding the topic or concept under study and then will have children work independently or in small groups to inquire further. Children are expected to learn the content standard and to develop special expertise through expert projects. Yearlong studies of cultural diversity will be a feature of the Social Studies curriculum.</p>

	<p>Informed citizen participation in public life is essential to the health of our democratic system. A variety of experiences, including those using interdisciplinary approaches, in the social sciences of economics, sociology, psychology, geography, political science, anthropology and history, enables students to function effectively and contribute constructively within society. These experiences must include both learning about and using the tools of the social sciences. An effective Social Studies program must prepare young people to live, work, compete, and solve problems in our increasingly diverse nation and interdependent world. The school will develop curriculum guides to present learning opportunities to students so that skills and knowledge as presented in the state academic standards may be acquired. The curriculum will address state standards for Kindergarten through twelfth grades.</p>
<p>Computer/ Technology Studies</p>	<p>The primary goal of Computer/Technology Studies is to develop technologically literate citizens. However, these studies do not exist in a vacuum -- the school will use educational technology to support curriculum and instruction. BPS believes that students, teachers, and others should have access to technological resources and the ability to use those resources at the time and place of need. The school will present learning opportunities to students so technology skills and content knowledge may be acquired in accordance with the technology standards of achievement as provided by the state department of education.</p>
<p>Classroom Management</p>	<p>Classroom communities will be established at the beginning of the year by developing a list of responsibilities that support student rights. The focus will be on developing and implementing expectations for behavior that builds a strong sense of community and establishes healthy work habits for individuals and the class at large. Community building strategies such as morning meetings, class projects, problem-solving sessions, and role play activities promote respect and appreciation of all members of the class and enrich opportunities for children to learn from one another through the curriculum.</p>
<p>Community Connection</p>	<p>BPS will use practical strategies for bringing together social and academic learning throughout the school day. Morning meetings will be an important part of our day. Teachers and students will begin the day with a fifteen-to-thirty minute class meeting that builds community, creates a positive climate for learning, reinforces academic and social skills, and gives children daily practice in respectful communication. Morning meeting consists of the following four components also incorporating the <i>Character of the Month</i>:          1) Greeting: Students greet each other by name. There are many different greeting activities that can be used throughout the year, including handshaking, singing, clapping, and greeting in different languages;          2) Sharing: Each day, two or three students share information about an event in their lives. Listeners take turns offering empathetic comments or asking clarifying questions;          3) Group activity: All participate in a brief, lively and /or movement activity such as singing, playing a game, reciting a poem,</p>

	<p>dancing, etc.; 4) News and announcements: children read the news and announcements' chart that their teacher has written. Sometimes, they read silently as a group, sometimes they read aloud, or sometimes they follow as the teacher or a fellow student reads. The news and announcements' chart usually includes an activity that reinforces academic skills. *As BPS students enter high school, morning meetings will evolve into more age-appropriate social activities, such as but not limited to lifetime fitness.</p>
<p>Foreign Language</p>	<p>It is our goal to provide an introductory and exploratory experience to foreign language(s) to BPS students. Relevant materials and resources, technology, and dynamic teaching methods will all enhance the language program. Students will participate in multicultural experiences through the study of language that exposes them to the traditions and the heritage of cultures other than their own. They will learn about people, places, and times through high-interest activities. As students' progress from introductory experiences to beginning, developing, and expanding benchmarks, their lessons will become more sophisticated and allow for more diverse experiences. There are five targets that guide the South Carolina State Standards for Modern Languages: Communication, Cultures, Connections, Comparisons, and Communities.</p> <p>The Communication target, is broken into three modes of communication: interpersonal, interpretive, and presentational.</p>

2) The school year will consist of 190 days. The school will use 180 days for student instruction. The school will use the 10 remaining days for professional development that is based on, but not limited to: academic achievement standard; teacher preparation and planning; development of academic plans; and parent conferences. We will follow the Beaufort County School District calendar for north of the Broad River. BPS Head of School and Staff will establish daily schedules after in-service training with Paideia for grades K-7. State laws and regulations require that the length of the school day for elementary and middle school students must be six hours, or its weekly equivalent, *including* lunch. The length of the instructional day for secondary students must be at least six hours, or its weekly equivalent, *excluding* lunch. Schools may reduce the length of the school day to not less than three hours for no more than three days each school year for staff development or for the purpose of

administering end-of-semester and end-of-year examinations. The school will consult with parents and faculty and obtain Board approval before varying the length of the school day. BPS will give priority to teaching and learning tasks and may interrupt classes only for emergencies.

\*See Appendix 5 for Sample School Calendar

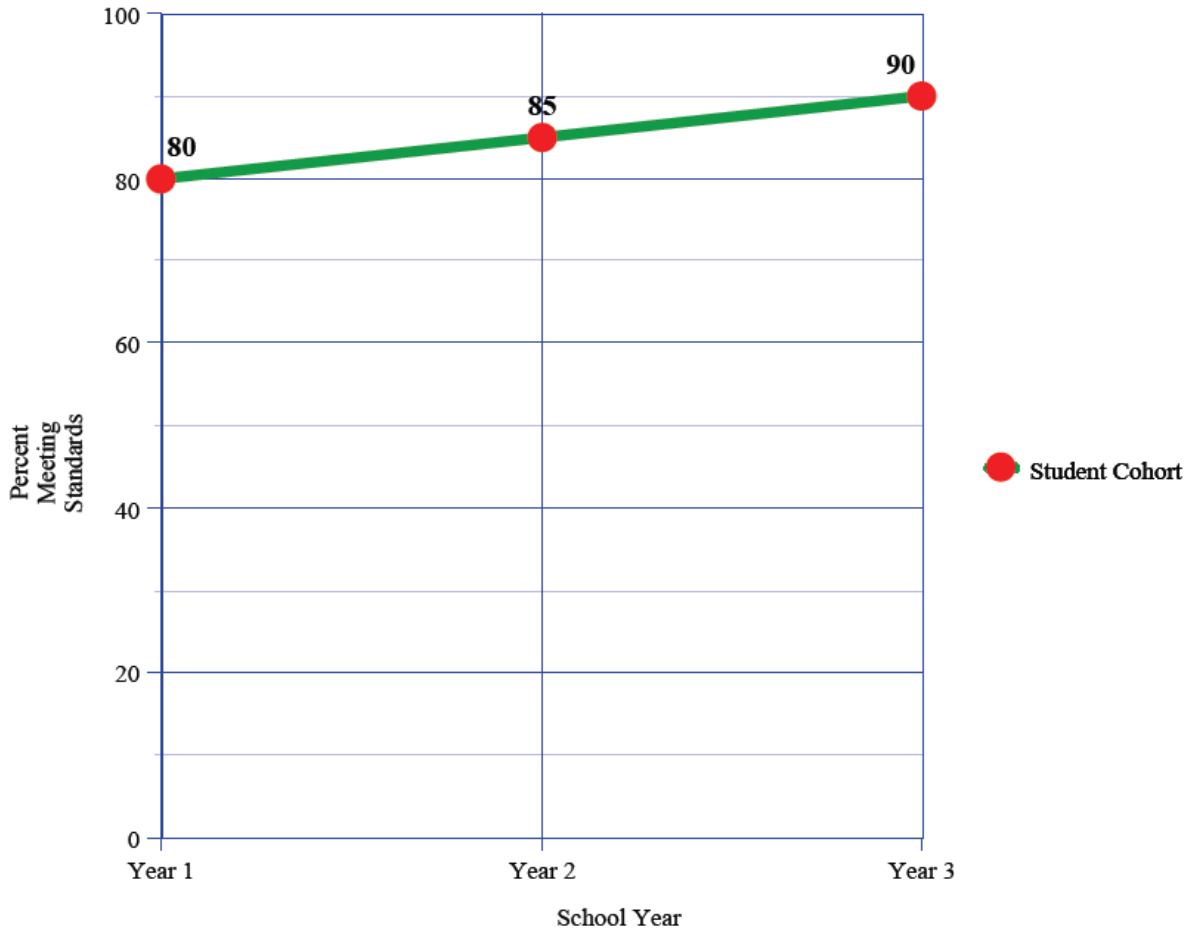
3) The BPS educational program is founded on a large and consistent research base that delineates what is effective at maximizing student achievement. Our instructional methods will assist BPS teachers in measuring the long term goals and objectives that reflect BPS's mission and purpose to assist South Carolina in reaching academic excellence. Strategies will include: inquiry-based core instruction; small school and class size; school uniforms; extended time for teacher planning and professional development; Response-to-Intervention (RTI) through the Intervention and Advancement Team (IAT) process; and additional time for recess and instruction of the Arts, Character Education, and Physical Education. Teachers will participate in various workshops and/or supplemental staff training to help incorporate character education and leadership development into everyday curriculum, including, but not limited to, Paideia, Character Education, First Tee, and Second Step. Participants learn about character, honesty, responsibility, accountability, safety, violence prevention, and how to deal with various forms of conflict (as well as other traits gained through researched programs). All teachers will receive training in healthy habits and nutritional education as provided by GenMove USA, or similar professional supplemental/development training.

Inquiry-Based Methods and Project-Based Instruction: Research indicates that developing expertise requires learning subject matter as well as the thinking strategies needed to use and inquire more deeply into concepts. For example, Flick (1995) noted that explicit teaching can produce major gains in student achievement on selected kinds of instructional objectives, but

“the high levels of teacher supervision implied by explicit teaching models may not foster the kinds of thinking required for instruction with complex and more ill-structured tasks” (p. 17).

Accordingly, BPS will utilize Inquiry-Based teaching methods to develop critical thinking skills in our students while teaching specific content knowledge. In general, meta-analysis results indicate that Inquiry-Based teaching produces positive results across a variety of indicators (see for example: Hurd, 1998; Shymansky et al., 1983; Shymansky et al., 1990; Mechling and Oliver, 1983; Wise and Okey, 1983; Rosebery et al., 1992; and Scruggs et al., 1993). By using these methods, BPS will assist its students in reaching academic excellence through individual growth over time relative to baseline measures. During the first three years of the charter, at least 80% of BPS students will demonstrate the ability to actively learn factual information and apply a conceptual understanding in reading, writing, and math as measured by research based rubrics conducted through authentic assessment by teachers. In subsequent years, all students will demonstrate this ability by at least a 5% increase, up to 95%.





Small School/Class Size: BPS will limit school size to a maximum of 600 students in Kindergarten through tenth grades in years one through five. By having a cap of twenty students per classroom, the smaller classrooms will allow the teacher to give each child the assistance and attention he/she needs to excel academically and socially. The teacher will be able to do a better job of teaching to each child’s particular learning style through differentiated teaching. The research based on the relative effects of school size is large and quite consistent (for example, see: Gregory, 1992; Howley, 1994, 1996; Jewell, 1989; Kershaw and Blank, 1993; Monk and Haller,

1993; Nachtigal, 1992; Robinson-Lewis, 1991). Small schools consistently outperform larger schools on a variety of indicators.

School Uniforms: BPS students will be required to wear school uniforms. All BPS students will be required to wear a collared shirt of any solid color during the first year (2013-2014). After the initial school year, BPS students will be required to wear white, blue or green collared shirts. School uniform shirts should have no logo or pattern on them unless it is an embroidered logo from BPS or in the first year (2013-2014) from the previous school that particular child attended. Pants, shorts, skirts or skorts can be the following: blue, khaki or black. Jeans or dungarees are not acceptable uniform bottoms, unless approved for casual days. The shorts, skirts or skorts must be no more than 3 inches above the knee. Uniforms may not be required on casual days, which will be determined by the staff and Head of School, but a dress code will be enforced on those days. Research indicates that school uniforms: improve student perceptions of school climate (Wilson, 1999); reduce conduct problems (Elder, 1999); help school officials identify trespassers on campus (Elder, 1999); reduce peer sexual harassment; and prepare students for the work world (DeMitchell, Fossey, and Cobb, 2000). School administrators assert that uniforms reduce discipline referrals while improving attendance, achievement, self-esteem, and school climate (Brown, 1998). This may be due in part to beliefs that uniforms eliminated some of the stigma associated with clothes (White, 2000).

Teacher Planning and Professional Development: BPS's master schedules will include a significant amount of time for teacher planning and professional development. As the *What Matters Most* (1996) report by The National Commission on Teaching & America's Future noted, investments in teacher knowledge and skills net greater increases in student achievement than

other uses of an education dollar. BPS views professional development as integral to the act of teaching. Without increased time for professional development linked to the curriculum, teachers cannot acquire the knowledge and skills they need to help all students perform at high levels. We believe that the time teachers spend with each other and with other knowledgeable educators, engaged in thinking about teaching and learning, is just as important to students’ opportunities to learn as the time teachers spend in direct facilitation of learning. BPS Staff and teachers will receive professional development training from the following proposed organization(s): National Paideia Organization; First Tee National School Program; GenMove USA; and South Carolina’s Coalition of Mathematics and Science.

In assisting our students in achieving academic excellence, BPS will strive to reach an Absolute Rating of “Average” or higher on Education Oversight Committee School (EOC) Report Cards.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>
<u>Absolute Rating of Average or Higher</u>	<u>Absolute Rating of Average or Higher</u>	<u>Absolute Rating of Average or Higher</u>	<u>Absolute Rating of Average or Higher</u>	<u>Absolute Rating of Average or Higher</u>	<u>Absolute Rating of Average or Higher</u>	<u>Absolute Rating of Average or Higher</u>	<u>Absolute Rating of Average or Higher</u>	<u>Absolute Rating of Average or Higher</u>	<u>Absolute Rating of Average or Higher</u>

If the data indicates that BPS is not meeting this objective each year, BPS will assess the core curriculum, specialized interventions, and master schedule and re-design accordingly utilizing professional development and teacher planning to facilitate this outcome.

Intervention and Advancement Team: In accordance with the Individuals with Disabilities Education Act (IDEA) of 2004, BPS will utilize a variation of the Response-to-Intervention (RTI) approach to address learning and behavioral problems. The adopted approach will be revised to address the needs of students in need of advancement, as well as intervention (*Intervention and*

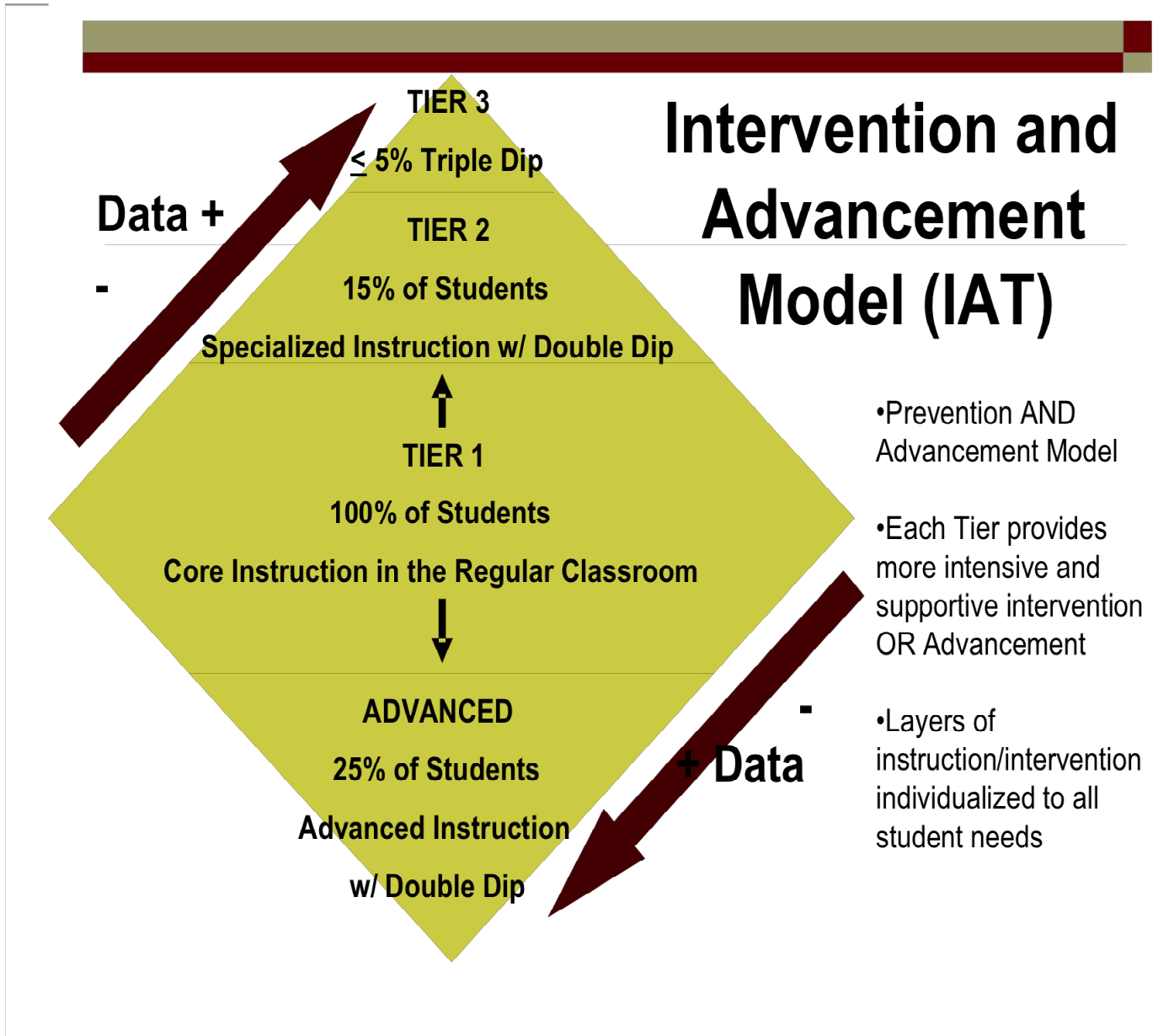
*Advancement Team (IAT)* model). BPS will: provide high quality instruction and interventions matched to student need; monitor progress frequently to make decisions about change in instruction or goals; and apply child response data to important educational decisions, such as need for remediation or advancement. The regular classroom will be the first line of intervention. Lack of progress will lead to change in intervention.

To accomplish IAT, BPS will implement a team model. The team model is oriented for prevention as well as advancement. Each prevention tier provides a greater degree of intensive and supportive instruction in response to student need. The tiers in the IAT model (see figure below) address the following:

- all students (Tier 1) will receive core instruction;
- the classroom is identified as the first line of intervention or advancement;
- teachers will be expected to differentiate instruction based on student need, and the role of the classroom teacher will be defined to reflect that expectation;
- Tier 2 and Advancement will both offer a “double dip” (i.e., more time in instruction and small group instruction);
- Tier 2 also will provide a higher degree of corrective feedback, more time on difficult tasks, teaching to mastery, increased opportunities to respond, more frequent progress monitoring, and fewer transitions.;
- Tier 2 and Advancement are only delivered in conjunction with Tier 1, so the classroom teacher does not transfer ownership or responsibility for differentiating instruction to other staff;

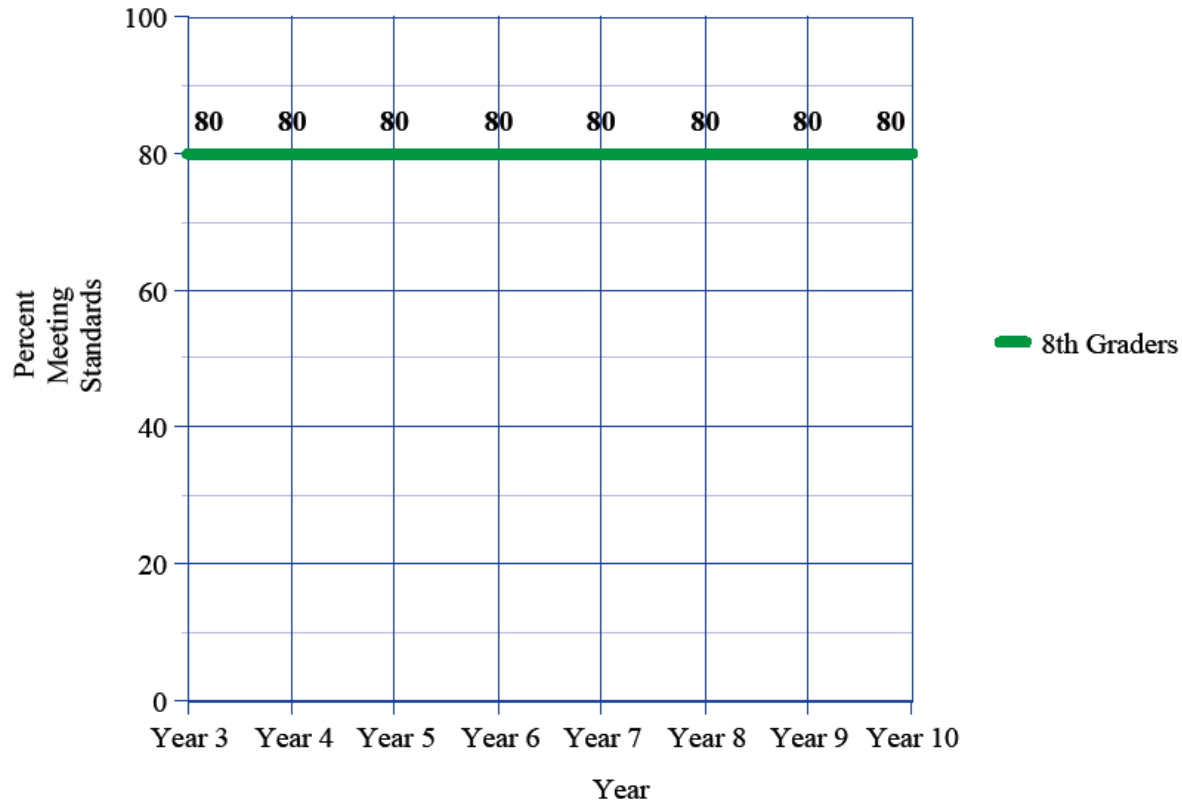
- Tier 3 offers interventions which are even more intensive and of longer duration than Tier 2;
- Tier 2 and Tier 3 interventions will last for at least 50 sessions; and advancement may last throughout the school year depending on the student’s response to the intervention.

Figure 1 – Intervention and Advancement Team (IAT) Model



In years three through ten of the charter, at least 80 % of 8<sup>th</sup> grade students will meet or exceed expected levels of growth on measures of reading achievement, when accounting for baseline levels of performance on PASS.

80 % of 8th grade students will meet or exceed expected levels of growth on measures of reading achievement, when accounting for baseline levels of performance on PASS



BPS teachers will also utilize or implement an individual learning plan, or ILP, for each individual student. ILP's help students to value and actively engage in the learning process. An ILP helps identify a particular student's strengths, challenges, interests and learning styles and then matches that profile to resources and tools that can maximize his/her learning potential within a given classroom setting. It helps to identify the support necessary to build capacity in areas of weakness as well as strengths. The ILP also helps each student actively engage in the learning process, build necessary skills, achieve success in all subject areas, and come to understand their own unique learning styles in ways that strengthen their learning skills and abilities for life. This resource and record follows a student as they grow and mature, reaching beyond the formal education process into all aspects of professional and personal life. This tool will help guide teachers and students to reach their individual success. (<http://www.parentdrivenschools.com>.)

Students who enroll at BPS with active Individualized Education Plans (IEP) will automatically be assigned to the IAT. Students who enroll at BPS who have made Below Basic and Advanced scores on relevant statewide assessments will automatically be assigned to the IAT. BPS will also implement comprehensive universal screening measures, such as Domine or Diagnostic Indicators of Basic Early Literacy Skills (DIBELS), determined by the professional staff of the school. The assessment program will include benchmark assessments at least three (3) times per year and progress monitoring assessments conducted regularly, depending on student risk level. The school will gather formative assessment data and the faculty will collaborate to make data-based instructional decisions via the IAT. At a minimum, the IAT will include the regular classroom teacher(s), parent(s), and Special Education personnel.

Character Education: BPS will infuse Character Education into the culture of the school, and the master schedule will include *direct* instruction of skills related to Character Education and social-emotional development. In addition to the Paideia whole-child, student-centered, character-based education, the First Tee National School Program and GenMove USA, BPS will use the Second Step Violence Prevention Program (Committee for Children, 2006) for direct instruction of skills. The Second Step curriculum is a universal prevention program designed to reduce aggression and promote social competence. The program is designed to develop the following skills that are central to children’s healthy social and emotional development:

- empathy (see Halberstadt, Denham, and Dunsmore, 2001);
- impulse control and problem solving (see Crick and Dodge, 1994); and
- anger management (Eisenberg, Fabes, and Losoya, 1997).

Research findings consistently support that students engaged in the Second Step curriculum become less physically aggressive and increase their positive social interactions (Grossman, D. et al., 1997); show significant declines in anxious, depressed, and socially withdrawn behavior (Schick, A. & Cierpka, M., 2003); increase conceptual knowledge of social skills and decrease in verbal as well as physical aggression (McMahon, S. D., Washburn, J., Felix, E. D., Yakin, J., and Childrey, G., 2000); improve social competence, require less adult intervention, display less hostility, and are more likely to choose goals that lead to fair outcomes for themselves and others (Frey, K. S., Nolen, S. B., Van Schoiack-Edstrom, L., and Hirschstein, M., 2001); endorse social exclusion less often than



nonparticipants (Van Schoiack-Edstrom, L., Frey, K. S., and Beland, K., 2002); and show increases in following directions and classroom rules (Taub, 2002).

Each year, 100% of BPS students will demonstrate an increasing understanding of their role in the community as an individual and how their values impact their actions as measured by age appropriate based rubrics.

Note: BPS will utilize the staff training received through The Paideia National Organization and First Tee National School programs to develop age-appropriate rubrics. Please see Appendix 20 for a sample rubric.

Physical Education: BPS will provide Physical Education daily to all students. Healthy students make stronger students which lead to healthier communities. BPS will also partner with the National First Tee School Program. The First Tee Program will entail Nine Core values that underscore the Character Education of BPS, as well as, to keep all of our children healthy through Physical Education programs. The First Tee National School Program will be one of our primary physical education programs, but not the only focus. The First Tee classes have detailed curriculum and training for the named Physical Education teacher, as well as, students in grades K-8. The American Heart Association and the Centers for Disease Control and Prevention (CDC) recommend one hour of moderate physical activity most days – preferably all days – per week for children and adolescents, and the National Association for Sport and Physical Education (NASPE) recommends PE for a minimum of one hundred fifty (150) minutes per week for elementary children and two hundred twenty-five (225) minutes per week for adolescents in middle and high schools to include all required topics plus seven hundred and fifty minutes (750) of reproductive health and pregnancy prevention. In addition to prevention

of medical problems, research supports that daily Physical Education is directly linked to higher achievement in academics. For example, in 2002, the California Department of Education released the results of its analysis of 940,000 students in grades five, seven, and nine. Data included *SAT 9* Mathematics and Reading tests and a fitness program. The results indicated that at all grade levels, higher achievement in Reading and Math was associated with higher levels of fitness – the higher the level of fitness, the higher the level of achievement.

BPS will also supplement the physical education program with GenMove USA. It's a standards-based program for students Pre K-grade 12. It develops fundamental physical and social skills. It has an adapted component that ensures students of all abilities can take part and succeed in physical activities. It has cross curricular activities to be taught in the classroom. In grades K-5, it has a health and nutrition program and in grades 6-12, it integrates the STEM program. GenMove has assessments to ensure students receive the message that teachers are delivering. It also provides training and professional development for educators to help them increase student participation and inclusion, adapt any space or facility to any size group of students, and build social, cognitive, and gross motor skills through movement.

4) The innovation of BPS is to provide students equal access to a high quality K-12 education that maximizes academic excellence and strength of character. In keeping with the Charter Schools Act, the purpose of BPS is to assist South Carolina in reaching academic excellence by improving student achievement through providing unique, student-centered, learning

opportunities, and cutting edge professional opportunities for teachers.

BPS views children as unique human beings to be nurtured and educated. We intend to help each child develop his/her unique gift intellectually, physically, socially, and ethically. We intend to be accountable to student learning through offering an array of progress assessments, including test scores, student/teacher relationships, humanities, arts, and child/adolescent development, as this meets our ultimate goal of student-centered learning.

Currently there is not a K-12 public school within the Beaufort County area that utilizes the Paideia method and/or Youth Leadership Institute. This enables our students to attend one school with a continuous whole-child, student-centered, character-based educational program. This will give our students lifetime skills that will enable them to become contributing members of society.

5) South Carolina State High School Diploma Requirements:

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

<u>Subjects</u>	<u>Units Required</u>
English/ Language Arts	4.0
Mathematics	4.0
Science	3.0
U.S. History and Constitution	1.0

Economics	0.5
U.S. Government	0.5
Other Social Studies	1.0
Physical Education	1.0
Computer Science (Incl. keyboarding)	1.0
Foreign Language or Career and Technology Education*	1.0
Electives	7.0
Total Carnegie Units † ‡	24

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

† The student must demonstrate computer literacy before graduation.

‡ Must pass the exit examination.

- i. One unit of credit is granted for the satisfactory completion of an approved course in which a student attends at least 120 hours or more yearly.
- ii. Complete a study and pass an examination on the provisions and principles of the United States Constitution and American institutions and ideals.
- iii. The student must attend the accredited high school issuing the diploma for at least the semester immediately preceding graduation, except in case of a bona fide change of residence where the sending school will not grant the diploma.
- iv. In order to receive a state high school diploma, in addition to passing the required units, a student must pass the South Carolina High School Exit Exam.

- v. A state high school diploma or certificate designed and issued by the school district shall be awarded to students who complete a program of prescribed special education.
  
- vi. Students will be administered the appropriate end of course tests in the following areas:
  - Physical Science
  
  - Biology
  
  - English 1
  
  - U.S. History and Constitution
  
  - Algebra I
  
  - Math Tech II

Teachers will use a variety of assessment methods to measure program mastery, such as course testing, portfolios, projects, presentations, rubrics and writing demonstrations. In the area of character development, leadership, health and other extended learning opportunities, the school will develop surveys to measure commitment, attitude and behavior and overall success toward linking the student with community-based activities.

6) Compliance with IDEA, Section 504, and ADA

BPS personnel will identify students with special needs as noted below and in the section of this application describing the IAT Model. The IAT will identify a student for special education services if: (a) the student has a significant skill deficit relative to peers; (b) he/she meets South Carolina State Eligibility Criteria; and (c) he/she is not showing a significant response to scientifically-validated interventions. Evaluation procedures will be in accordance with federal regulations regarding how to determine whether a student is disabled, and the nature and extent of the special education and related services that the student needs.

BPS personnel will develop Individualized Education Plans (IEP) via collaboration among the regular education teacher, special education teacher, parents/legal guardians, representative of the school district who can commit resources, related services personnel where appropriate, and other individuals (at the discretion of the parents/legal guardians or BPS) who have knowledge or special expertise regarding the student. This multidisciplinary team will determine appropriate services for the student, including transition, assistive technology, and related support services. The IEP will also reflect the required elements, recognizing that South Carolina has exceeded the federal regulations in its requirement that transition services be provided at age 13 rather than age 16.

Beginning no later than the first IEP in effect when the child turns 13, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: (1) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and (2) the transition services (including courses of study) needed to assist the child in reaching those goals.

Due to the philosophy of the curriculum, all students will be included in the regular education curriculum. However, in addition to the regular instructional time, special education services may also include specialized, research-based interventions in small groups, as deemed appropriate by the multidisciplinary team. BPS also will individualize transition services, assistive technology, and other support services deemed necessary by the multidisciplinary team. BPS classrooms and buildings will be fully equipped to address the needs of students with physical disabilities, such as, but not limited to, visual impairment, auditory impairment, and/or mobility problems.

The BPS Planning Committee believes that students with exceptional educational needs should be served in appropriate classrooms and views access to the general education program as essential to all students. Every child has a right to a high quality educational program in which he/she can experience success. If a child has a disabling condition, this success may be contingent upon an adjustment of the techniques and materials of instruction to meet his/her individual needs. The school will conduct special programs in accordance with the provisions of the law and federal and state regulations.

Regarding IDEA 613(e) (1) (B), BPS will comply with all federal and state laws regarding accommodations for students with impairments and will not discriminate against individuals who are believed to have handicapping conditions. The school will adhere to the criteria for eligibility, reporting, and official records for accommodations under Section 504 and the Individuals with Disabilities Education Act (IDEA). BPS faculty and staff will receive professional development on an ongoing basis so that students who may qualify for special services are identified in a timely manner and so that instructional delivery and interpersonal



relations are conducted appropriately and effectively. Compliance with applicable regulations will be guaranteed on a case-by-case basis.

v. *Virtual Schools*

BPS will be a bricks and mortar school.

2. Student Assessment

i. *Student Achievement and Progress Evaluation*

BPS's expected yearly progress will meet the adequate yearly progress (AYP) required of South Carolina schools as established per the No Child Left Behind Act, and BPS will adhere to all state and federal guidelines with regard to the amount of time schools have in order for students to be performing at the required level. All BPS students will participate in the statewide assessment program as mandated by current applicable laws and regulations to include Measure of Academic Progress (MAP), Palmetto Assessment of State Standards (PASS), End of Course (EOC), and High School Assessment Program (HSAP). This program will assess each individual student's progress at each grade level in relation to the statewide curriculum standards and guidelines. Any student who is unable to take any of the tests will take the missed test on the scheduled make-up date. The assessment program scores will assist teachers in the identification of student deficiencies and will serve as a basis for providing instruction to those students who do not meet standards. BPS will comply with administrative rules prepared by the administration, as well as with state law and regulations in the implementation of the statewide assessment program.

All mandatory tests administered by or through the State Board of Education to BPS students will be administered in accordance with state law and regulations. Violations of any state law or regulation or any of the guidelines in this policy will subject the individual to liability and may lead to criminal proceedings (resulting in fines and/or imprisonment), termination, suspension, or revocation of administrative and/or teaching credentials. Individuals will adhere to all procedures specified in all operating manuals governing the mandated assessment programs. BPS and state regulations specifically prohibit the use of current tests as instructional tools.

Tests administered by the school or through the State Board of Education will include, but are not limited to, the following: statewide assessment program tests; statewide testing program tests mandated by the Education Accountability Act of 1998, and current applicable laws and regulations related to students with disabilities and special need; and criterion observations required in reliability training for the assessments of performances in teaching.

Students will be given the MAP test in the Fall. The results will be analyzed by teachers to help diagnose students' strengths and weaknesses. Teachers will come up with instructional practices that will help students to achieve academically. Assessments will consist of, but are not limited to: tests, quizzes, projects, end of course tests, etc. Teachers will administer these throughout the school year in order to gauge student progress. MAP testing will be administered again in the Spring to track how well students progressed over the school year. Additionally, please see chart below for how the school will determine measurements of growth. (Please refer to Objective 1.2)

<u>Grade spans</u>	<u>Measurements of Growth</u>
<u>Kindergarten – 2<sup>nd</sup> grades</u>	<u>MAP testing measured Fall to Spring</u>
<u>3<sup>rd</sup> – 8<sup>th</sup> grades</u>	<u>MAP testing measured Spring to Spring</u>

BPS will utilize formative and summative assessments that reflect quantitative and qualitative abilities of all students. Types of assessments that will be conducted at BPS will include, but not limited to:

- **Formative and Summative** – Assessments will provide quantitative and qualitative analysis of each child’s unique abilities.

<b>Formative Assessments</b>	<b>Summative Assessments</b>
Anecdotal records	Final exams
Quizzes and essays	Statewide tests (PASS)
Diagnostic tests	National tests ( <u>MAP</u> )
Lab reports	Entrance exams (SAT and ACT)

- **Diagnostic** - Assessment conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction. This type of assessment will help teachers know at what level each student needs their instruction to be conducted (e.g., MAP, PASS, EOC, HSAP).

- **Progress Monitoring** - Assessment conducted a minimum of three times per year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable multiple assessment forms to:
  - estimate rates of reading improvement;
  - identify children who are not demonstrating adequate progress, therefore requiring additional or different forms of instruction; and/or
  - compare the effectiveness of different forms of instruction for struggling readers, thereby designing more effective, individualized, instructional programs for those at-risk learners. (Dominie, teacher-created rubrics, teacher/student made tests, etc.)

Grade Level	Assessment	Time of Year Conducted
First Grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words, show me book (if necessary), inventory of letter knowledge (if necessary).	Beginning, middle and end of the year as suggested in the assessment materials.
	Interim teacher tests, student observation, student portfolio and	As deemed necessary throughout the school year

	individual conferring.	
Second Grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words.	Beginning, middle and end of the year as suggested in the assessment materials.
	Interim teacher tests, student observation, student portfolio and individual conferring.	As deemed necessary throughout the school year
Third Grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words.	Beginning, middle and end of the year as suggested in the assessment materials.
	Interim teacher tests, student observation, student portfolio and individual conferring.	As deemed necessary throughout the school year
	The Palmetto Assessment of State Standards (PASS) Test	As required by State Testing Guidelines in accordance to state mandates.
Fourth Grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words.	Beginning, middle and end of the year as suggested in the assessment materials.
	Interim teacher tests, student	As deemed necessary throughout

	observation, student portfolio and individual conferring.	the school year
Fifth Grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words.	Beginning, middle and end of the year as suggested in the assessment materials.
	Interim teacher tests, student observation, student portfolio and individual conferring.	As deemed necessary throughout the school year
	The Palmetto Assessment of State Standards (PASS) Test	As required by State Testing Guidelines in accordance to state mandates.
Sixth Grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words.	Beginning, middle and end of the year as suggested in the assessment materials.
	Interim teacher tests, student observation, student portfolio and individual conferring.	As deemed necessary throughout the school year

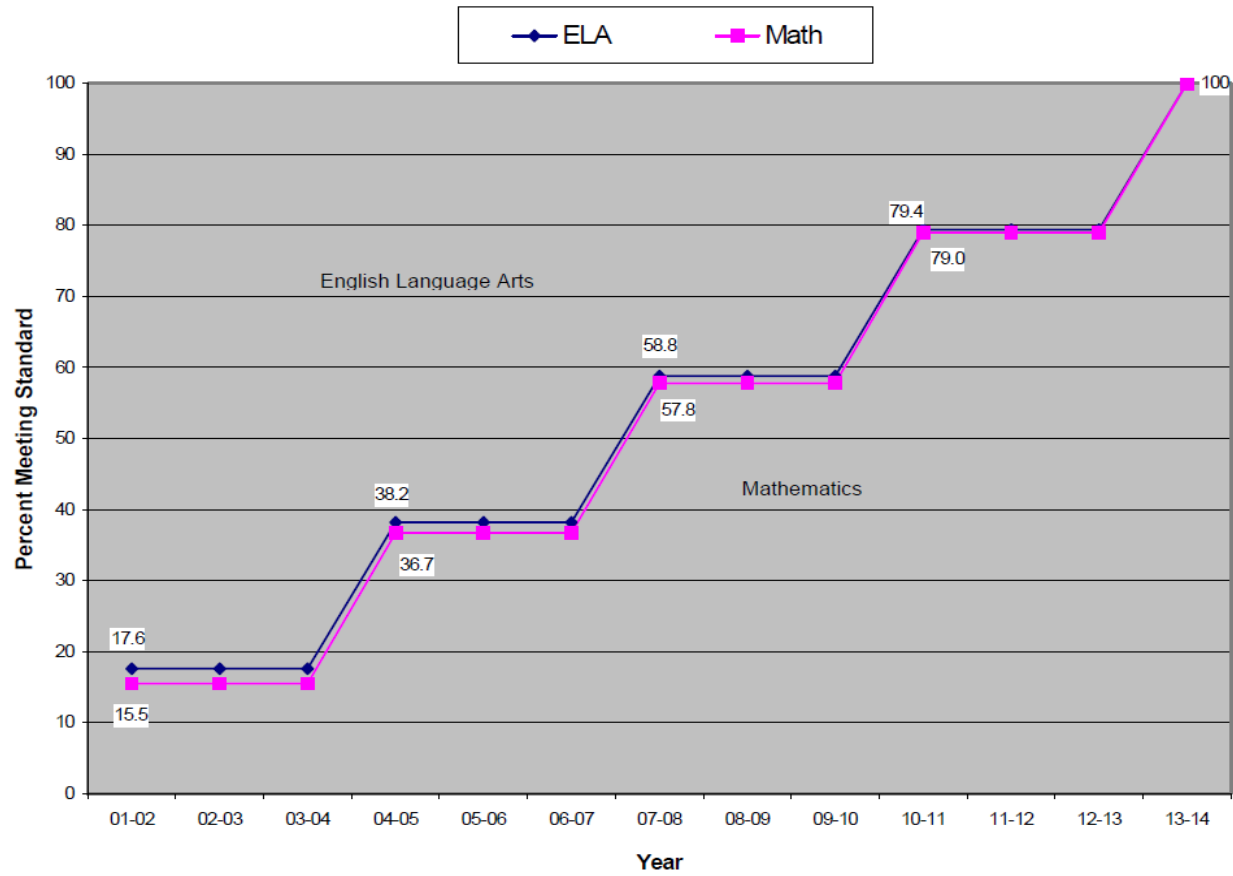
*ii. Performance Goals Timeline*

The BPS planning committee recognizes that, per federal standards, it may be unreasonable to expect a school to reach its long-term performance goals in its first year, and that BPS students may need to be assisted to reach a point of proficiency over time. Relative to baseline measures, BPS will meet or exceed the expectation of Adequate Yearly Progress as established in the Elementary and Secondary Education Act (ESEA) formerly known as and more commonly called No Child Left Behind (NCLB). Currently, the SC Department of Education is working on a waiver that is designed to slightly alter the AYP established by ESEA that will keep the expectation of education high yet with a reasonable amount of attainability. BPS will establish benchmark levels for students according to the State Adequately Yearly Progress (AYP) requirements from NCLB, in all subgroups beginning in August of 2014. BPS will adopt the same performance standards and timeline that the South Carolina Department of Education has set forth to make AYP. In addition, BPS will work with the SCPCSD to make amendments if necessary to reflect changes in the current ESEA regulations. First-year performance data will serve as the initial basis to determine needs for improvement, and analysis of subsequent years' data will allow a clearer view of how BPS is performing. ~~If BPS's first-year performance data is not consistent with our long-term goals, expected yearly progress will be determined using the same procedures that the state used to set overall AYP objectives.~~ The state calculated performance indices for each group, subtracted the indices from the highest possible value, and divided by the number of years until the objectives were to be met. The values are recalculated each year. Similarly, BPS will determine annually whether each performance goal has been met. In the event that a goal is not met, that year's data will become the baseline figure.

BPS will calculate expected yearly progress by taking the difference between the baseline figure and the performance goal and dividing by the number years 2013-2014 until ~~2018-2019~~ 2023-2024.

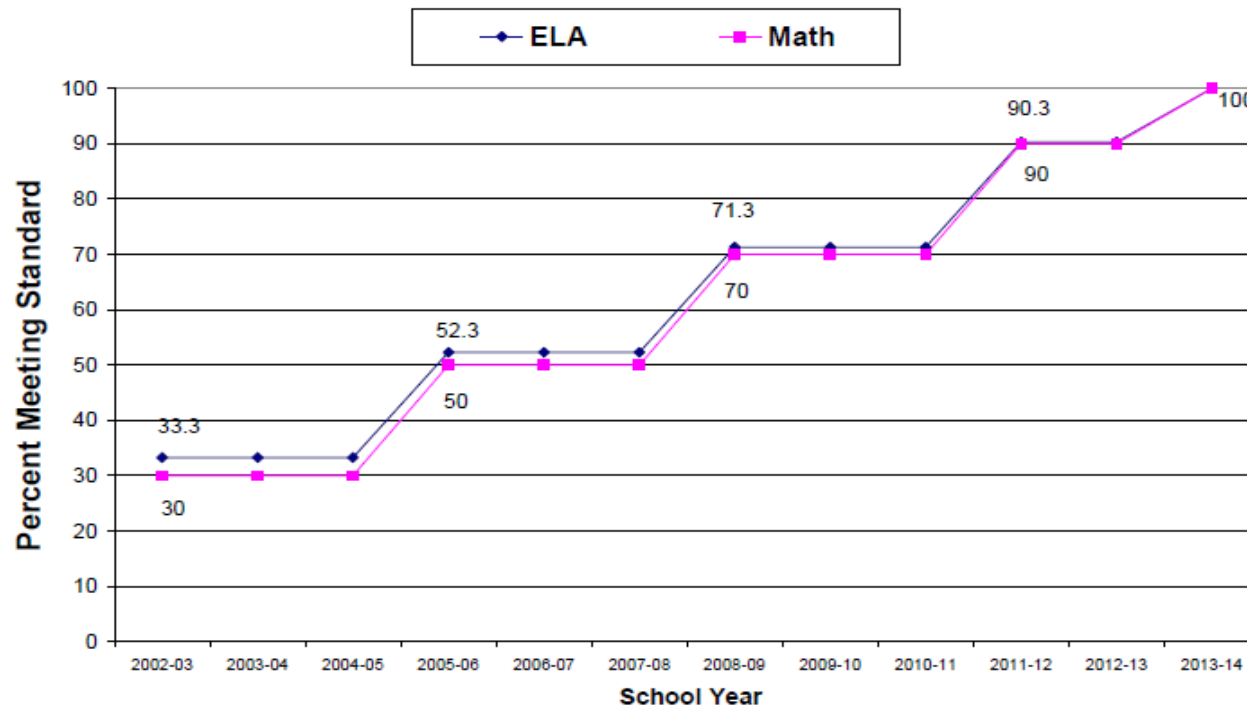


## Adequate Yearly Progress Objectives for S.C. Elementary Schools





### Adequate Yearly Progress Objectives for S.C. High Schools



(South Carolina Accountability Workbook: Revisions as approved by the United States Department of Education on June 9, 2010)

AYP Calculations

Adequately Yearly Progress (AYP) is met if all of the participation and performance objectives are met. Prescribed subgroups each have participation and performance objectives for both the Math test and the English and Language Arts test.

The subgroups include:

Total Students;

Ethnic Categories- White, African-American, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan;

Disabled Students;

Limited English Proficiency Students (LEP); and

Students who receive subsidized meals.

The subgroup must meet the performance objectives if there are at least forty students in the subgroup (50 for the LEP and disabled subgroups) who have been enrolled the entire year and have taken the State assessment.

BPS will adopt a yearly timeline to assess on an ongoing basis whether the school is making expected yearly progress toward meeting its long-term performance goals. See the example below:

MAY	<ul style="list-style-type: none"> <li>• Compile data regarding Goals and Objectives, Faculty and Staff Advisory Group meetings to review data/trends, Parent Advisory Group meetings to review data/trends, Student Advisory Group meetings to review data/trends</li> <li>• Head of School and teachers review results of the Spring MAP testing.</li> <li>• <u>Head of School and teachers review results of the Spring HSAP testing.</u></li> </ul>
JUN	<ul style="list-style-type: none"> <li>• BPS Board, Head of School, and Advisory Groups meet to assess data/trends and to identify whether BPS is making expected progress toward Goals and Objectives.</li> <li>• Head of School works with Advisory Groups to develop a School Improvement Plan (SIP) to address deficiencies, if necessary.</li> <li>• <u>Head of School and Teachers will review Spring PASS testing.</u></li> </ul>
JUL	<ul style="list-style-type: none"> <li>• Head of School presents to BPS Board the SIP and plans professional development activities related to the SIP.</li> </ul>
AUG	<ul style="list-style-type: none"> <li>• Teachers attend professional development for the SIP.</li> <li>• When school begins, BPS implements the SIP.</li> </ul>

<u>OCT</u>	<ul style="list-style-type: none"> <li>• <u>Head of School and teachers review results of Fall MAP testing.</u></li> </ul>
NOV	<ul style="list-style-type: none"> <li>• Head of School works with Advisory Groups to evaluate the SIP developed in July and to revise, if necessary.</li> <li>• Head of School presents to BPS Board a revised SIP, if necessary.</li> <li>• Head of School plans professional development activities related to revised SIP, if necessary.</li> <li>• <u>Head of School and teachers review results of the Fall HSAP testing.</u></li> </ul>
DEC	<ul style="list-style-type: none"> <li>• Teachers attend professional development for revised SIP, if necessary</li> </ul>
JAN	<ul style="list-style-type: none"> <li>• <u>Head of School and teachers review results of Winter MAP testing.</u></li> <li>• BPS implements revised SIP, if necessary.</li> </ul>
<u>FEB</u>	<ul style="list-style-type: none"> <li>• <u>Ongoing reviews of Fall and Winter testing and student achievement by the Head of School and teachers.</u></li> </ul>
<u>MAR</u>	<ul style="list-style-type: none"> <li>• <u>Ongoing reviews of Fall and Winter testing and student achievement by the Head of School and teachers and strategic planning for the Spring Testing.</u></li> </ul>

<u>APR</u>	<ul style="list-style-type: none"> <li>• <u>Head of School and teachers will continue to review student achievement.</u></li> </ul>
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*iii. Academic Assistance*

BPS will use the results of tests administered under the BPS assessment program in the identification of and intervention for student deficiencies. When test results indicate a deficiency, BPS will provide basic instruction to aid the student in bringing his/her performance up to the statewide standards in association with the IAT model described in this application.

BPS will notify each parent/legal guardian of a student performing below grade level of the need for a conference prior to the conference date. A student must receive an IAT plan if he/she did not score at the basic performance or grade level on any test in the state-mandate battery. If a student with an academic assistance plan transfers to the school from another district within the state, then the originating school must transfer the academic plan with the student's academic record. After receipt of the academic record, BPS will schedule a conference to review the academic assistance plan and make any needed revisions to address the academic needs of the student. At the conference, the student, parent/legal guardian, and appropriate school personnel will discuss the necessary steps to promote student success at or above grade level. Any accommodation plans, as provided for under Section 504 IDEA, limited-English proficiency plan, student transition plan, and student career plan, if applicable, will be taken into consideration. Participants in the meeting will develop an IAT plan outlining school, parent/legal guardian, and student responsibilities to include the following:

1. assistance/intervention services the school will provide;
2. actions the parents/legal guardians will take; and
3. actions student will take.

The IAT plan will identify specific areas of weakness and state the objectives of the plan. BPS will provide a method of evaluating the student's progress throughout the school year. A parent/legal guardian will sign off on the IAT plan. If a parent/legal guardian refuses to sign the signature sheet of the academic plan, BPS will document the refusal. If the parent/legal guardian is unable to participate in the conference, BPS will solicit participation from parents/legal guardians using all possible avenues: phone calls, video conferencing, etc. BPS will send a copy of the plan to the parent/legal guardian, observing all school policies regarding confidentiality of information.

BPS will implement a regular review process, in accordance with law, during the school year to review and document the student's progress as outlined in the academic plan. BPS will document this process. BPS will use the first quarter progress reports as the *minimum* timeline for the IAT review.

BPS will distribute the IAT procedure to every student and parent/legal guardian at the beginning of the academic year. BPS will also make every effort to educate and inform parents/legal guardians and students through newsletters, student handbooks, PTO/PTA, etc. BPS will maintain a copy of the academic plan, the conference notification letter, and other documentation as part of the student's permanent record. BPS will provide annual reports of students with academic plans at each



grade level per department of education requirements.

### iii. Operational Plan

#### 3. Budget and Accounting System

**The Board of Directors will determine the business and financial services** protocol for our charter school. Currently the Charter Committee is exploring alternatives for our financial management (outsourcing, in-house) and will ultimately select the process that best suits our fiscal needs as well as establishes us as sound stewards of public funds. Our spreadsheet formatted, *Five-Year Budget*, is Appendix 7. This budget has been prepared in accordance with State Department of Education (SCDE) *Financial Accounting Handbook*, with reference to the *Funding Manual* and the *Single Audit Guide*. The Board of Directors will adopt an *Annual Operating Budget* during June preceding the start of the Fiscal Year and will receive and approve *Monthly Financial Statements* during the operational Fiscal Year.

##### i. *Annual Budget*

\*See Appendix 7 for first five year budget for charter school

##### 1) Revenues

- a) Revenue account codes used in the attached budget are in accordance with the

SCDE's *Financial Accounting Handbook* for South Carolina school districts.

b) Documentation from the SCDE of estimated revenues for our sponsor school district, in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(D), is contained as a worksheet in our Microsoft Excel (workbook) formatted Five Year Annual Budget.

c) Our revenues do include grant revenue; specifically, the Charter School Program (CSP) Grant, Implementation Phase for both year 1 and year 2. Evidence that the projected funds are likely to be received is found in actual award data provided by SCDE:

During the three most recent grant cycles, there was a 70% award rate and we consider this solid evidence that supports our assumption. The RFP for the 2013 grant cycle has not been published; however, our assumption is that those terms will mirror the 2012 RFP. The 22 page RFP document is posted on the SCDE website and is also available from the Charter Schools Office. We have reviewed our attached *Five Year Budget* and we have prepared a contingency budget that removes CSP Grant revenue. This budget is available upon request.

2) Expenditures

a) Expenditure account codes used in the attached budget are in accordance with the SCDE's *Financial Accounting Handbook* for South Carolina school districts.

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

3) Budget and Accounting Management

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

Bill Moser	803-808-0338 (Office)
Kelley-Moser Consulting, LLC	803-227-9421 (Mobile)
150 Harbor Glen Drive	803-808-0381 (Fax)
Lexington, SC 29072	<a href="mailto:bill@kelley-moser.com">bill@kelley-moser.com</a>

ii. *Annual Audit*

Our annual audit is a statutory requirement; accordingly, we will comply with all aspects of this mandate.

We have reviewed the *Single Audit Guide* in detail, to include current *Highlights*, *Technical Notes*, *Audit Requirements*, and appropriate information in the *Compliance Supplement*. To this end, we are knowledgeable of the compliance requirements and suggested audit procedures.

We will solicit three bids from independent Certified Public Accountant (CPA) firms and we will select the firm that (a) has prior charter school auditing experience and (b) best meets our needs. The audit will engage our financial and administrative operations and will – in compliance with law – be conducted in the same manner as all schools in our school district.

We will adhere to accounting, reporting, and auditing procedures and requirements of our sponsor, which are those for all public schools operating in South Carolina by:

- establishing policies and executing the corresponding internal fiscal control procedure to properly account for all revenue and expenses as directed in the *Financial Accounting Handbook* and *Funding Manual*;
- maintaining appropriate records on a by-transaction basis thereby establishing our financial management system as “audit ready” at the conclusion of any given transaction;
- making required reports (on-call, monthly, quarterly, annually) to appropriate agents and agencies;
- ensuring that all accounting, reporting, and auditing procedures and requirements will comply with the published specifications of the Office of District Auditing and Field Services contained in the (a) *Single Audit Guide*, (b) *Financial Accounting Handbook*, and (c) *Funding Manual*; and

- the Board of Directors will receive, review, and approve the Auditor’s Report prior to official reporting.

iii. Pupil Accounting System

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

The *South Carolina Pupil Accounting Manual* describes the Pupil Accounting System, whose primary purpose is to classify each student into one of the pupil classifications described in the Education Finance Act (EFA). We have reviewed – in detail – the *South Carolina Pupil Accounting Manual* in regards to Definitions, Membership Criteria, Power School Interface, Assigning EFA Pupil Classification Codes, Attendance Reporting & Responsibilities, Special Considerations, Submission of Reports, and Retention of Records & Audit Requirements. We are aware of our statutory and regulatory obligations and we shall comply with these mandates as stated in item G. of the Statement of Assurances.

The *South Carolina Student Accountability Manual* describes the Student Accountability System, whose primary purpose is to obtain a cumulative head count of eligible Gifted and Talented, Advanced Placement, and Three and Four Year old (early childhood) students. We have reviewed – in detail – the *South Carolina Student Accountability Manual* in regards to Definitions, Programs under the Student Accountability System, Power School Interface, Assigning EIA Classification Codes, Special Considerations, Submission of Extracts, Funding Counts, Principal’s Responsibilities, District Superintendent’s Responsibilities, and Retention of Records &

Audit Requirements. We are aware of our statutory and regulatory obligations and we shall comply with these mandates as stated in item G. of the Statement of Assurances.

*iv. Negotiated Services Documentation*

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

2. Governance and Operation

*i. Nonprofit Corporation Status*

BPS is organized as a South Carolina non-profit corporation through the South Carolina Secretary of State's office. A copy of the non-profit corporation's articles of incorporation, bylaws, and proof of South Carolina non-profit corporation status are included in Appendix 9.

*ii. Governing Board*

1) After their election, the BPS Board of Trustees will be organized as the governing body of BPS in accordance with the requirements of the South Carolina Charter Schools Act. The Board will consist of ~~(5) five members~~ (7) members. ~~The Board will be elected annually or as amended by South Carolina law, by the end of the first quarter of each year, and it will be responsible to constituents of the charter school (e.g., parents/guardians, employees), as well as the charter's sponsoring agent.~~ Members of a board may serve a term of two years, and may serve additional terms. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board as specified by the bylaws must be individuals who have a background in K-12 education or in business, and the bylaws of BPS also must provide for the manner of selection of these members. If the board of directors 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. All members must be residents of the State of South Carolina. A person who has been convicted of a felony must not be elected to the BPS Board.

All employees of the charter school and all parents/guardians of enrolled students will be eligible to participate in the election. Employees will have one vote and parents/guardians of a student will have one vote for each student enrolled in the charter school. If an employee has a child/children at the School, he/she will not get a separate vote for being an employee and his/her vote will be based on the number of children enrolled.

Within four weeks of the beginning of each school year, BPS will hold a pre-election meeting for all current employees and parents of currently enrolled children. At the pre-election meeting, BPS will accept oral and written nominations for candidates of

the governing Board from employees of the school and all parents/guardians of students enrolled in the school. The school will also accept written nominations for one week after the pre-election meeting. BPS will contact individuals nominated to ensure their willingness to serve. BPS will place on a ballot the names and relevant expertise of nominated individuals who have indicated their willingness to serve. Within one week of the close of nominations, the school will mail a ballot home for every student in the school, and distribute ballots to every employee in the school. The school will note the deadline for voting clearly on each ballot. Ballots will be confidential and can be returned either via mail or to a ballot box at the school.

2) During the first year of operation, and no later than the completion of the second quarter, the BPS Planning Committee will tally votes during a public meeting and announce the first governing Board to serve for the 2013-2014 school year. The BPS Charter Committee will then be dissolved and the elected governing Board will assume its responsibilities. In subsequent years, the tallying of election votes will occur during a public governing Board meeting during the ~~second quarter of each school year~~ month of October, with the current chairperson of the Board announcing the results of the election.

3) The Governing Board retains and maintains ultimately authority to develop policies, make decisions, and execute each of the following responsibilities:

a) sign the Charter School Contract and agree to any amendments thereto;

b) apply to the sponsoring school district for renewal of the Charter School Contract as necessary;



- c) ensure compliance with all of the requirements for a charter school as provided by the SCCS Act and as amended;
- d) comply with federal and South Carolina laws and as amended;
- e) ensure the school will adhere to the same health, safety, civil rights, and disability rights as required by the sponsoring school district;
- f) conduct lotteries for admission, if required following charter law or as amended;
- g) validate all major contracts with the School by giving and recording formal approval; each year the finance committee will review and recommend, for Board approval, the definition of a major contract, as well as the policies and procedures for executing such contracts;
- h) perform any and all necessary legal acts to execute the purpose of the Corporation;
- I) contract for all other services for the School;
- j) develop strategic plans for the School;
- k) develop and adopt policies for the School;

- l) approve operating procedures for the School;
- m) oversee and ensure the financial viability of the School;
- n) adopt and approve the annual budget for the School;
- o) abide by the same financial audits, audit procedures and audit requirements as are applied to all public schools;
- p) assist in fund raising activities for the School;
- q) ensure regulations put forth by the Charter School Contract are upheld and /or develop pay scales, performance criteria, and discharge policies for the School employees;
- r) guarantee that all personnel undergo background checks, fingerprinting and random drug testing prior to hiring
- s) evaluate the Director of the School at least annually;
- t) ensure that the curriculum fulfills the mission statement of the School;
- u) ensure the same minimum attendance requirements as applied to all public schools;

- v) hear appeals for teacher/staff dismissals and student expulsions;
- w) build and perpetuate a parent, educator, and community partnership;
- x) make every effort to maintain a positive working relationship with the sponsoring school district; and
- y) employ a Director, who is accountable for the day to day operation of the School, responsible for the employment of other administrators, teachers and other employees, as needed, and other duties as relegated by the Board.

The Board of Directors is the governing body for the nonprofit corporation and is legally responsible for all matters regarding Bridges Preparatory School. The Board will set policy, oversee long-range planning, ensure fiscal solvency, and supervise operational matters, including budgeting, operating procedures, and community relations. The Board's focus is strategic.

The Board will delegate to the Head of School the authority for the management and execution of day-to-day school activities, including management of personnel and instructional leadership. The Head of School serves as the liaison between the Board and the school. The Planning Committee has been reviewing governance models and has found a multitude of differing models that focus on charter schools: HighBar Governance Model, The Return Model (New Orleans), Constitutional Model (Minnesota), Leadership Model (Michigan), Semillas Governance Model (California), and The OPEN Model (New York) just to note a few. The model that we have selected to implement during our Pre-Planning Year is the Policy Governance model, developed by Dr. John Carver and

published in his book *Boards That Make a Difference*. We will consider the services of a person or company such, Dr. Brian L. Carpenter, to assist in our training and implementation.

4) The charter school and all school board operations will conform to state and federal laws and regulations as amended, school policies, and professional ethics, including the Freedom of Information Act and will design its policies regarding student records, administrative records, and meetings in accordance with S.C. Code Title 30 Chapter 4.

BPS will comply fully with Title 30, Chapter 4 of the South Carolina Freedom of Information Act (FOIA). Meetings of the Board of Directors will be held at least six (6) times per year and conducted by the Board of Directors in accordance with all provisions of the current law and any amendments as they may be enacted.

All meetings will be conducted in public according to the stipulations of the FOIA, except for matters prescribed in Section 3-40-70 which include:

(1) Discussion of employment, appointment, compensation, promotion, demotion, discipline, or release of an employee, a student, or a person regulated by a public body or the appointment of a person to a public body; however, if an adversary hearing involving the employee or client is held, the employee or client has the right to demand that the hearing be conducted publicly. Nothing contained in this item shall prevent the public body, in its discretion, from deleting the names of the other employees or clients whose records are submitted for use at the hearing.

(2) Discussion of negotiations incident to proposed contractual arrangements and proposed sale or purchase of property, the receipt of legal advice where the legal advice relates to a pending, threatened, or potential claim or other matters covered by the attorney-client privilege, settlement of legal claims, or the position of the public agency in other adversary situations involving the assertion against the agency of a claim.

(3) Discussion regarding the development of security personnel or devices.

(4) Investigative proceedings regarding allegations of criminal misconduct.

(5) Discussion of matters relating to the proposed location, expansion, or the provision of services encouraging location or expansion of industries or other businesses in the area served by the public body.

Before going into executive session, the Board shall vote in public on the question and when the vote is favorable, the presiding officer shall announce the specific purpose of the executive session. As used in this subsection, "specific purpose" means a description of the matter to be discussed as identified in items (1) through (5) of subsection (a) of this section. However, when the executive session is held pursuant to Sections 30-4-70(a)(1) or 30-4-70(a)(5), the identity of the individual or entity being discussed is not required to be disclosed to satisfy the requirement that the specific purpose of the executive session be stated. No action may be taken in executive session except to (a) adjourn or (b) return to public session. The members of a public body may not commit the

public body to a course of action by a polling of members in executive session. Additionally, BPS will adhere to the Family Education Rights and Privacy Act by respecting the purpose of privacy regulations which include:

- assuring consumer control over student information;
- setting boundaries on the use and disclosure of student records; and
- establishing appropriate safeguards to protect privacy of student information.

All student records and administrative records will be secured on the premises of the school or at a site approved for their storage by the Board.

*iii. Administrative Structure*

The administration of BPS is responsible, within the guidelines established by Board policy, for the direction and coordination of students and staff in their efforts to reach educational goals adopted by the Board. The faculty of the School, under the leadership of the School Director(s), shall be responsible for the development of the School's curriculum and teaching methods, concurrent with the mission of the school. BPS will be organized to accomplish this purpose through an elected Board and professional staff members who are employed by the school.

The Board will rely on its chief executive officer, the Head of School, to provide professional administrative leadership. The Head of School is responsible for executing the professional staff responsibilities through the design of an administrative organization that will meet the needs of the school and use its resources efficiently and effectively. The function of administration

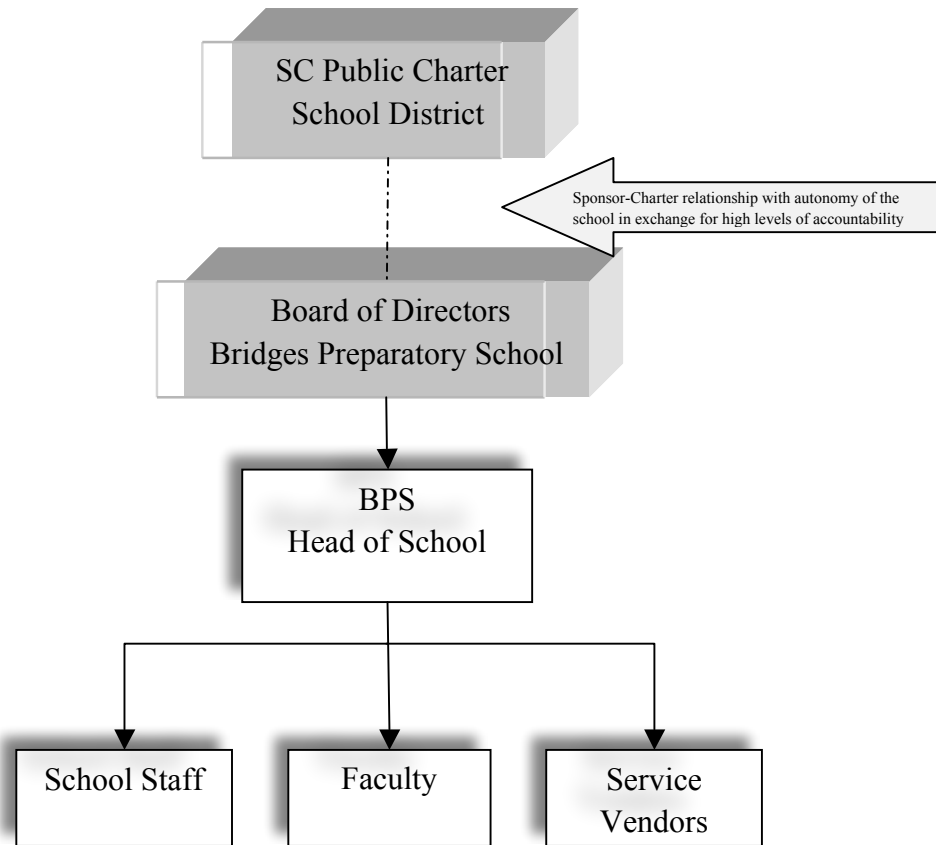
is to plan for, control, coordinate, supervise, and direct the school in accordance with the purposes, policies, plans, procedures and programs authorized by the Board.

The Board will delegate to the Head of School the authority for the management and execution of day-to-day school activities, including management of personnel and instructional leadership. The Head of School will serve as the liaison between the Board and the school.

**BPS Administrative Structure after Governing Board is elected.**







The Head of School will lead, guide, and direct every member of the instructional and support services teams in setting and achieving the highest standards of excellence, so that each individual student enrolled in the school may have a complete, valuable, meaningful and personally rewarding education. The Head of School is responsible for providing a supportive environment for BPS employees, and must promote academic freedom, trust, and respect among all employees.

The Head of School's specific responsibilities will include:

- administer the development and maintenance of a positive educational program designed to meet the needs of the school and to ensure that the school's mission is implemented with fidelity;
- recommend policies, guidelines and procedures for adoption by the Board; • carry out the policies, guidelines and procedures adopted by the Board;
- lead the agency in the recruitment and retention of the quality staff required to provide proper instructional and support resources for the operation of the school program;

- prepare the annual budget for Board approval;
- conduct a continuous study of the development and needs of the school and keep the public informed;
- represent the school before the public and maintain through cooperative leadership, both within and without the school, such a program of publicity and public relations as may keep the public informed of the activities, needs, and successes of the school;
- oversee modeling and implementation of curricula based on “best practices” that are aligned with standards of the South Carolina State Department of Education and also consistent with inquiry-based approaches to instruction;
- oversee assessment processes that monitor student learning and drive on-going curricular and instructional design;
- plan and lead the school’s professional development activities in collaboration with the faculty;
- plan and implement the master schedule in collaboration with the faculty;
- evaluate all school faculty/staff, conducting observations of the instructional process;
- ensure that accurate and current student and personnel records are maintained according to the established record-keeping format;
- stay abreast of current research in education in general, and in inquiry-based curriculum and instruction in particular;
- carry out all duties that may be assigned by the Board.

The BPS Planning Committee views the Head of School's position in the school in a triple capacity: (1) executive officer of the school; (2) instructional leader and accountable officer for all instructional personnel; and (3) liaison between those personnel and the Board. The Head of School is the only person in the school with whom the Board normally needs to be directly involved in making decisions regarding appointment of personnel. Because the BPS Planning Committee believes responsibility for the administration of the school should rest with the Head of School, the Board has the responsibility for developing a systematic means of evaluating the Head of School's effectiveness in implementing the objectives expressed in policies. The Head of School has the responsibility for evaluating the effectiveness of all other school personnel.

The Head of School, in his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the Head of School by these policies or by vote of the Board. The delegation of powers or duties, however, will not relieve the Head of School of responsibility for action taken under such delegation. The Head of School, within the limits of the law and Board policy, is the administrative authority of the school. The Head of School is responsible for a thorough knowledge of all laws, regulations and instructions governing the position. The efforts and initiatives of the Head of School are primarily directed toward developing and maintaining essential knowledge and current information on all aspects of programs and services for BPS students, especially model services, technological advances, and legal and managerial perspectives. The Head of School is accountable to a wide range of constituents, beginning with the BPS Board,

students and their families, and staff and extending to state government officials, legislators, and local, state and national audiences who may have special interests in BPS programs. The Head of School is responsible for having in-depth knowledge of the state of South Carolina and for serving in a leadership role in identifying and promoting the resolution of problems and issues related to the school and its students.

iv. *Parental, Community, and Educator Involvement*

BPS began the process of involving parents, community members, and professional educators in the design of the proposed charter school in 2010. BPS will continue to involve these groups throughout planning during each year of implementation.

One of the primary ways in which parents, community members, and professional educators are and will continue to be involved in the governance and operation of BPS is through service on the Planning Committee, and ultimately, the Board and its advisory committees. BPS has established subcommittees. BPS will revise subcommittees and advisory committees (e.g., the Parent Advisory Committee) as needed so that all stakeholders can be involved in greater numbers. Subcommittees include: Education; Business/Finance; Governance; Facility; and Fundraising. At least one teacher from each of the following areas will be ex-officio

members of the governing board: Primary grades (Kindergarten through second grade; Intermediate (third through fifth grade); Middle School grades (sixth through eighth grade); and Secondary grades (ninth through twelfth grade). They will have no voting rights, but will have the responsibility of providing educational knowledge, data, and information to help the governing Board make informed decisions.

Parents, community members, and professional educators who do not serve on the Planning Committee or Board will be represented in the governance of the school by their vote for Board members and in their freedom to have input into Board decisions. Board meetings will be held at least 6 times a year and will be open to the public. Board members and school personnel will solicit and address suggestions from stakeholders before and during each monthly Board meeting.

A commitment to service at the school will be expected of BPS parents as well, to the extent that parents' work schedules and family commitments allow. The BPS Planning Committee believes that parent involvement significantly enhances the educational experience for all students. Parents will be encouraged to complete a number of volunteer hours, to be determined by the BPS Planning Committee. There will be several ways to participate so that BPS can accommodate parents' varied schedules and interests. Opportunities for parent participation will include volunteering in classrooms and for school duties, such as: lunch and recess duty; tutoring and mentoring students; participating in community outreach; and coordinating extracurricular activities. When the school is in operation, the Board will coordinate these volunteer efforts in conjunction with school personnel.

Parents also will be expected to attend parent conferences, participate in school activities, and serve as members of the Intervention and Advancement Team (IAT). If a student is referred to the IAT due to need for advancement or remediation, then his/her parents/legal guardians will be invited and encouraged to attend and participate in all IAT meetings regarding that student. The IAT is designed so that parents will be involved in individualizing instruction for their child.

### 3. Administrative and Teaching Staff

#### *i. Administrative Staff*

Head of School will manage the school and handle day-to-day academic and operational issues. The Head of School and administrative staff will assist in the development of policies concerning educational and operational issues of the school that will be presented to the Governing Board for consideration and adoption. The BPS Governing Board will retain ultimate responsibility for the adoption of school policies and for overseeing the administrative staff's implementation of procedures consistent with those policies.

The BPS administrative staff will be competent in curriculum, instruction, assessment, finance, facilities, business management, and governance. The administrative staff has been structured based on the school's education program and projected enrollment. The following are the administrative positions with the qualifications and role of each administrator:

#### **Head of School**

The BPS Head of School will hold a current South Carolina certification in administration or at least one year of experience in the field of school based administration. The Head of School will serve as the chief liaison to the Governing Board. The Head of School will assist in developing and implementing the school's mission, vision, and strategic planning. The Head of School will oversee academic and operational aspects of school, including curriculum, assessment, instruction, special education, technology, and professional development for staff.

The Head of School will emphasize student achievement and nurture a strong relationship among all school staff, families, and students. The Head of School will ensure that the school is meeting the needs of the students and is following the requirements of all applicable local, state, and federal agencies, including special education.

The Head of School will assist in developing public relations, communications, and marketing plans for student recruitment events across the state.

*BPS Preferred Qualifications for Head of School:*

- a master's degree or equivalent work experience;
- eligible for South Carolina Certification in Administration;
- experience as an administrator in an elementary or middle school;
- experience in school finance and budgeting;
- experience working with boards or non-profits;



- relative charter school experience;
- knowledge of local, state, and federal education laws and reporting;
- experience using a student information system or other database; and
- excellent written and verbal communication skills.

### **Administrative Assistant**

The Administrative Assistant will report directly to the Head of School. The Administrative Assistant will support the administrative office with communication and clerical tasks. The Administrative Assistant will assist in maintaining contacts with families, teachers, and other community members. The Administrative Assistant will assist in the preparation and publication of newsletters and other communications including copying, faxing, mailing, and scanning materials for the school. The Administrative Assistant will assist in the enrollment process and with student information reporting. The Administrative Assistant will assist in management of employee benefits. The Administrative Assistant will oversee inventory and maintenance of office equipment, supplies, and services. The Administrative Assistant will manage travel arrangements and coordinate special events in addition to other duties as specified by the Head of School.

#### *Preferred Qualifications:*

- minimum of high school diploma;
- office management experience;

- experience with Microsoft Office: Outlook, Word, PowerPoint, Excel;
- experience with database management preferred; and
- excellent written and verbal communication skills.

**School Counselor**

The School Counselor is responsible for providing social and emotional support to students who face difficult home and family issues, or who demonstrate challenges in meeting BPS’s strict behavioral expectations.

*Qualifications for this position include, at least:*

- a master’s degree from a four-year college;
- ability to connect meaningfully with students and parents;
- strong verbal communication skills;
- professionalism;
- commitment to BPS’s vision, mission, and values; and
- previous training or experience in counseling, guidance, and/or social work, as well as any qualification dictated by law.

The Head of School may assign other responsibilities to the School Counselor, including those mandated by state laws, to promote student achievement. The South Carolina Guidance Framework will also serve as a reference for framing the School Counselor’s roles. \*Appendix item 10 is unavailable as we have not solicited Head of School applicants.

*ii. Teachers*

BPS will employ teachers in a manner consistent with the South Carolina Charter Schools Act. Also, teachers will be employed in a manner consistent with the Elementary and Secondary Education Act. At least seventy-five (75%) percent of BPS teachers will be certified. Core academic teachers will meet qualifications that are in alignment with the South Carolina Charter Schools Act, thus meeting the following minimum criteria: (1) earned bachelor’s degree; (2) content knowledge demonstrated per current State Board of Education requirements; and (3) valid applicable South Carolina Teaching Certificate with no waivers of any requirements in the appropriate areas as follows:

K-1 Self-Contained	Early Childhood	
2-3 Self-Contained	Early Childhood or Elementary	
4 <sup>th</sup> Self-Contained	Elementary	
5 <sup>th</sup> /6 <sup>th</sup> Departmentalized	Elementary or Middle-level	
7 <sup>th</sup> /8 <sup>th</sup> Departmentalized	Middle-level	
9 <sup>th</sup> –12 <sup>th</sup> English/ Language Arts	Secondary and English <i>and</i> specific credential	required per course title(s)
9 <sup>th</sup> –12 <sup>th</sup> Mathematics	Secondary and Mathematics <i>and</i> specific credentials required per course title(s)	
9 <sup>th</sup> –12 <sup>th</sup> Science	Secondary and Science <i>and</i> specific credentials required per course title(s)	

9<sup>th</sup>–12<sup>th</sup> Social Studies

Secondary and Social Studies *and* specific credentials required per course title(s)

### Special Education Teacher Credentials

All special education teachers employed by the BPS will have certification consistent with the requirements of The Elementary and Secondary Education Act, currently known as No Child Left Behind, and all other applicable federal and state laws and regulations for which charter schools are not exempt. The special education needs of the students' enrolled at BPS and the teaching staff required to serve those needs will be reviewed on a continuous basis, and BPS may contract with other agencies in order to provide the full range of services needed for any child with special needs.

Therefore, BPS teachers of exceptional children must meet the following minimum criteria:

- minimum of a bachelor's degree;
- content knowledge demonstrated per current State Board of Education requirements;
- certification for grades K-12; and
- valid South Carolina teaching certificate in the area of disability served with no waivers of any requirements.

### Non-certified Teacher Credentials

BPS may exercise its right to hire non-certified teachers not exceeding twenty-five percent (25%) of the faculty for

teaching positions needed for Fine Arts, Foreign Language, and other positions necessary to fulfill the school's mission. NCLB does not apply in these cases. However, a non-certified teacher must meet the following: (a) earned a bachelor's degree at an accredited college or university; (b) be appropriately qualified for the subject matter to be taught as demonstrated by a baccalaureate or graduate degree in that subject; and (c) meet the qualifications outlined in S.C. Code Section 59-25-115.

#### 4. Racial Composition

##### *i. Racial Composition*

Bridges Preparatory School will recruit students from all areas of Beaufort County and into Jasper and Hampton Counties. These counties are very diverse racially as well as economically. The committee will hold outreach meetings along with attending community events to promote BPS. According to the State Public Charter School District, their racial composition is [35%] minority. According to the 45-day count for the Beaufort County School District for the school year 2011-2012, the racial composition of the district is [44.4%] White, [31.6%] Black/African American, and [24%] Other.

BPS will target Kindergarten through twelfth grade students in Beaufort County and the surrounding communities, and we intend to recruit, register, and admit students in a manner that ensures the enrollment of the school reflects the racial composition of the South Carolina Public Charter School District, with a variance of no more than twenty [20] percent, while also reflecting the community of students in the vicinity who would most likely enroll in the school. This will be accomplished through an extensive public information campaign that provides widespread notification throughout all segments of the community and district.

*ii. Policies and Procedures*

Prior to each year of implementation, BPS will seek to inform all eligible applicants about the charter school and solicit applications in a variety of ways in order to recruit, register, and admit a diverse student body, giving students of all genders, races, national origins and disabilities an equal opportunity to attend. Each year, BPS will publicize information in a series of:

- Media releases: Announcements will be sent to all relevant newspapers and news outlets, including, but not limited to: *Island Packet*, *Beaufort Gazette*, *Low Country Weekly*, WTOC, WSAV, etc.;
- website: [www.bridgespreparatoryschool.org](http://www.bridgespreparatoryschool.org);
- community outreach meeting(s);
- letters and brochures;

- telephone calls; and
- email and social networking.

For example, during the process of developing this application, BPS has received press coverage in the *Beaufort Gazette/Island Packet*, as well as, other news sources as follows:

<u>DATE</u>	<u>PRESS COVERAGE</u>
August 12, 2011	<i>“Shell Point Charter Effort Faces Long Climb”</i> , <i>Island Packet</i>
October 10, 2011	<i>“Charter School Committee Continues work...”</i> Beaufort Gazette
November 22, 2011	<i>“Charter School Committee Plans K-12 School”</i> , <i>Island Packet</i>
December 16, 2011	<i>“Group Sets Saturday Info Session”</i> Beaufort Gazette
March 5, 2012	<i>“Proposed Charter School Could Open in Fall 2013”</i> , Beaufort Gazette
March 6, 2012	<i>“Bridges Preparatory School on Track to Open Next Year.”</i> Is. Packet
March 29, 2012	<i>“Building Bridges”</i> , Low Country Weekly
April 3, 2012	<i>“Planned Charter School to Hold Fundraiser”</i> , <i>Island Packet</i>

BPS expects coverage, such as this, will continue throughout planning and implementation. Each year, BPS will advertise in these and other area publications as well. BPS is committed to recruiting a diverse population of students without regards to race, disability, soci-economic status or need for special education.

BPS has held community meetings and events, as noted below, and will follow a similar plan prior to and during each

subsequent year. The community will continue to receive public notice of such meetings in various ways, such as media releases, email invitation, letters, newsletters, fliers, and phone calls.

DATE	LOCATION
August 5, 2011	Charter School initiative announced to Beaufort Board of Education
Sept. 8, 2011	Public Charter Application Workshop with Bill Moser
Sept. 16, 2011	First organized outreach for BPS Committee, IHOP
Sept. 17, 2011	BPS Committee EDU meeting ~ Brainstorming
Sept. 20, 2011	Meeting with Mary Carmichael for the SC Charter Alliance
Sept. 21, 2011	BPS Meeting to form Education Committee, IHOP
Sept. 24, 2011	BPS Committee Meeting, IHOP
October. 8, 2011	BPS Committee Meeting, IHOP
October 22, 2011	BPS Committee Meeting, Habersham
November 12, 2011	BPS Morning Breakfast Outreach, Habersham
December 3, 2011	BPS Committee Meeting ~ Cornerstone Church of Beaufort
November 21 2011	<i>Organizers plan to Open new Charter School in Beaufort Co., WTOC</i>
December 15, 2011	Community Outreach with Dr. Wayne Brazell, Cornerstone Church
January 7, 2012	BPS Committee Meeting, Cornerstone Church of Beaufort
January 16, 2012	Public Relations meeting for BPS, Chic-fil-a of Beaufort
January 21, 2012	BPS Committee Meeting, Cornerstone Church of Beaufort
February 4, 2012	BPS Committee Meeting, Cornerstone Church of Beaufort
February 13, 2012	Boys and Girls Club of the Low Country Outreach, Beaufort



February 18, 2012	BPS Committee Meeting, Cornerstone Church of Beaufort
February 21, 2012	BPS Presentation with SC Charter School District, Columbia
February 24, 2012	YMCA of the Low Country Community Outreach, Port Royal
February 25, 2012	BPS Committee Meeting, Cornerstone Church of Beaufort
March 1-3, 2012	SC Charter School Conference, Columbia
March 10, 2012	BPS Committee Meeting, Cornerstone Church of Beaufort
March 18, 2012	Port Royal Pasta Community Outreach
March 19, 2012	Burton Wells Community Center, Burton
March 31, 2012	Kids Fest Public Outreach, Burton
April 14, 2012	BPS First Annual Spring Fling, Port Royal
April 21, 2012	Soft Shell Crab Festival, Port Royal

BPS will be utilizing *Constant-contact* (or something similar) to organize the email contact information for all persons expressing interest in the school. All emails will be sent via this online service, which provides eye-pleasing formatting to include our logo, and allows us to retrieve analytics as to how many people are actually opening their emails and clicking through to our website.

Community members receiving emails from us will always have the opportunity to link to specific content, such as, applications for BPS on our website via embedded links, or choose to opt out. Public outreach meetings will be announced through this venue, as will group

messages to the charter committee. Currently, there are 661 listed in Constant-contact and will increase in number as the interest in BPS grows within the Beaufort County area. As we grow, we can divide our contacts into various categories, each receiving email content specific to:

- community members;
- prospective parents;
- prospective teachers; and
- BPS committee members.

BPS committee members posted fliers, notices and/or brochures at diverse locations, including, but not limited to:

YMCA	1801 Richard Ave., Port Royal
Boys and Girls Club of Beaufort	Boundary Street, Beaufort
Beaufort County Public Library	311 Scott Street, Beaufort
Goodwill of Beaufort	137 Parris Island Gateway, Beaufort
Goodwill of Bluffton	590 Island West Park, Bluffton
City Java	301 Carteret Street, Beaufort
Sea Island Presbyterian Day Care	81 Lady’s Island Drive, Beaufort
Beaufort Welcome Center	120 Sea Island Parkway, Beaufort
Walmart	350 Robert Smalls Parkway, Burton

Limelite Hair Salon	612 Carteret Street, Beaufort
Smart Girls Consignment	208 Carteret Street, Beaufort
Chick-Fil-A Bluffton	9 Malphrus Road, Bluffton
Carolina Stamper	203 Carteret Street
Dr. Vanderslice Bluffton/Hilton Office	25 Hospital Center, #302, Hilton Head
Coastal Ob/Gyn	11 Marshellen Drive, Shell Point
Chic-Fil-A Beaufort	2405 Boundary Street, Beaufort
Where'd you get That?	9 Marshellen Drive, Shell Point
Dr. Batson, Bluffton Office	300 New River Pkwy., Hardeeville
Grady's Law Office	615 Prince Street, Beaufort
Ballenger Real Estate	613 Carteret Street, Beaufort
Chocolate Tree	507 Carteret Street
Oxford ABC	780 Parris Island Gateway, Port Royal
Beaufort Pediatrics	964 Ribaut Road, Beaufort
Suds City Car Wash	2622 Boundary Street, Beaufort
Tropical Tanning on Hwy. 21	2614 Boundary Street, Unit C, Beaufort
Indigo Hair Salon	1109 Boundary Street, Beaufort
Picket Fences Mail Room	Caswell Avenue, Port Royal
Habersham Mail Room	Main Street, Burton
Eat, Sleep, Play Beaufort	Facebook
Beaufort Black Chamber of Commerce	801 Bladen Street, Beaufort
Beaufort County Chamber of Commerce	713 Craven Street, Beaufort
Beaufort County Board of Education	Mink Point Blvd., Beaufort

Shell Point Elementary	81 Savannah Highway, Port Royal
Beaufort Middle School	2501 Mossy Oaks Road, Beaufort
Port Royal Elementary	1241 Paris Avenue, Port Royal
Brickman Group	1484 Fording Island Road, Bluffton
Oxford Cleaners	780 Parris Island Gateway, Port Royal
Island Playground, Bluffton	Fording Island Road, Bluffton SC
Rose's Home Daycare, Bluffton	328 Buck Island Road, Bluffton SC
Amazing Creations- Kids Incorporated	4464 Bluffton Parke, Bluffton, SC
Low Country Day Pre-school	285 Red Cedar St., Bluffton, SC.
Children's Center	20 Bridge Street, #B, Bluffton, SC.
Little Steps Daycare	Pinckney Colony Rd., Okatie SC
Kid's College	17 Goethe Rd., Bluffton, SC.
Hobbit Hill Pre-school	921 Magnolia Bluff Circle, Beaufort
First Baptist Church of Bluffton	1300 Boundary Rd., Bluffton, SC.
Campbell Chapel AME Church	25 Boundary St., Bluffton, SC.
Ebenezer Iglesias	35 Pinckney Colony Rd., Bluffton, SC.
Hobbit Hill Too	5 Rue Du Bois, Beaufort
The Cottage	2409 Oak Haven Street, Beaufort
Dunkin Donuts	524 Independence Blvd., Hardeeville
The Honey Tree Pre-school	2202 First Blvd., Beaufort
MUSC, Developmental Pediatrics	135 Rutledge Avenue, Charleston

*iii. Desegregation Plan or Order*

BPS, under sponsorship with the SCPCSD, will not be under a desegregation plan or order. Please refer to Appendix 11 for a copy of this order. The charter committee has and will continue to recruit interest from different areas of the county and beyond to ensure that the enrollment at BPS will be similar to the racial composition of the state school district and does not vary by more than twenty (20) percent in compliance with Sections 59-40-50 (B) and 59-40-70 (D) of the SCCSA (1996). BPS will likely be located in the Beaufort County School District which is currently under a voluntary desegregation agreement. This agreement is a combination of the original agreement plus many letters between the District and the Office of Civil Rights.

( Due to the excessive length of the agreement, it is available upon request.) The intent of BPS is to have a diverse student population which therefore would act in accordance with both the SCPCSD and/or the Beaufort County School district racial composition.

## 5. Transportation

### *i. Transportation Needs*

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

~~At this time, BPS does not intend on providing transportation. We will coordinate with the Parent Organization in establishing a carpool system to ensure that our students are transported to and from school on a daily basis.~~

### *ii. School Bus*

BPS does not intend to provide transportation via school bus.

*iii. Contracted Services*

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

*iv. Special Needs Students*

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

Federal Public Law 94-142 and Chapter 33 of Code of Law of South Carolina 1976: Title 59 (Sections 59-33-10 through 59-33-110) will govern. As mandated, our students with special needs will be provided transportation as necessary. The student's Individualized Education Plan (IEP) will specify any special circumstances (equipment, supervision, vehicle type, etc.) that must be provided to meet the student's needs.

6. Facilities and Equipment

*i. Identified Facility*

BPS has not identified a facility.

*ii. Facility Not Identified*

The BPS Planning Committee believes that a quality educational program is controlled to a great extent by the environment within which it functions. The development of a quality educational program and school facilities that support the implementation of the program go

hand-in-hand. Accordingly, the BPS Planning Committee has implemented a search for a quality facility that would provide an attractive, clean, comfortable, and safe atmosphere for student learning and centrally located within the service community. Criteria for the search was based on the current and projected ten-year program needs and included:

- a location central to the service community;
- a site of adequate size and layout to safely accommodate the pedestrian and vehicle traffic, parking and recreational needs of the school;
- a site with adequate utilities and services;
- a site with facilities that provide no environmental hazards that could not be readily mitigated;
- a building or buildings of adequate size and configuration to accommodate the initial Kindergarten through sixth grade space requirements and allow economical expansion to meet projected program requirements of one additional class for each of the following four years;
- an attractive building or buildings that are structurally sound, meet applicable codes, have adequate plumbing, mechanical, electrical, fire protection and other services and are readily adaptable for economical

renovation and reuse as a school;

- the facilities will adhere to a carefully studied budget that maximizes benefits and minimizes drawbacks of the choices it requires;
- the building(s) will adhere to the Americans with Disabilities Act (ADA) requirements, so that the buildings will be accessible to all who enter;
- the floor plans of BPS will be considered to allow flexibility of use;
- facilities/land will comply with the SC Public Charter School Facilities requirements; and
- the facility documents will be reviewed with the SC Public School District prior to execution.

At this time, a facility or land has not been identified for BPS. Currently, BPS is looking at property in the Beaufort County and surrounding areas that has all utilities in place i.e., electricity/power, irrigation, water, telephone, cable , gas/propane, or an existing building with more than 30,000 sq. ft. or land that is 3 acres or more. BPS is aware of the growth potential of the school and understands that more space may be needed in the future. Current options for BPS land/facilities search are included in Appendix 13. BPS has also received several budgetary quotes for newly constructed South Carolina Department of Education Office of School Facilities (OSF) approved portable and/or modular 24' X 64' double classrooms. OSF approved portables provide energy efficient, temporary and/or permanent, portable classroom flex designs as well as add-ons to your current structures that are up to date with today's ever changing high-tech teaching methods.



\*See Appendix 13 for Facilities Options

Proposed Goals and Timeline for Facilities:

Tour possible locations	January 2012 to June 2012
Select Facilities/negotiate contracts	July 2012
Contract Engineer/Architect	July 2012
Submit design to Board for approval	July 2012
Verify Contract with OSF	August 2012
Plan Facility Modifications	September to November 2012
Submit plans to OSF	November 2012
Construction and Permitting	November to December 2012
Construction Phase	January to June 2013
Certificate of Occupancy	July 2013
School Opening	August 2013

*iii. Equipment*

Equipment needs will be assessed to determine the best use of the school’s financial resources and will be either directly purchased through supply companies, leased or received through donations. BPS has obtained additional school equipment quotes from Bob Roche of ATD-AMERICAN educational furniture and supply vendor.

Furniture, Fixtures, and Equipment (FF&E) will include tables, chairs, bookcases, computers, LCD projectors, sports equipment, teacher desks, student desks, screens, printers, audio visual equipment, white boards, smart boards etc. FF&E equipment provided to the library/media center will be obtained over the course of the first five years and will include computers, servers,

printers, software, tables, chairs, desks and bookcases. Items will be properly coded and accounted for according to state of South Carolina and federal law.

BPS will obtain equipment through surplus available from the State. BPS will also identify several sources of equipment that may have surplus for sale or take-away, including businesses, federal agencies, and colleges. The school will also pursue fundraisers to raise money for additional items that are consistent with the mission, beliefs, and goals of the charter school.

## 7. Employee Relations

### *i. Employment Process*

In advertising for a position, we may post the position in places that will provide a good pool of candidates ([www.cerra.org](http://www.cerra.org), Career Builder, state newspaper, national magazines, websites for Charter Schools or schools in general, etc.). Each applicant will be screened by a team of professionals trained to identify qualified individuals. Face to face interviews, and if possible, analyzing teacher portfolios and teacher classroom demonstrations are also part of the interviewing process. Extensive background reviews will be done to verify past experiences and insure the safety of our children. This includes fingerprinting of all employees and others serving in an official capacity.

The teachers will be certified as required by South Carolina Statutes and meet the highly qualified guidelines established by the No Child Left Behind Legislation or amended by federal or state law. We may employ or contract with skilled, selected non-certified personnel to provide institutional services or to assist instructional staff members as instructional assistants in the same

manner as defined in South Carolina Statutes 1002.33(7) (a) 14. We will not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state, as per South Carolina Statute. We reserve the right to mandate whatever testing of employees is deemed necessary to protect the students. We will not violate the anti-discrimination provisions of The South Carolina Education Equity Act.

*ii. Teacher Evaluations*

BPS will comply fully with ADEPT. ADEPT is South Carolina's system for assisting, developing, and evaluating professional teaching. Based on state expectations (i.e., the ADEPT Performance Standards) that are aligned with nationally recognized professional standards, the ADEPT system forms a seamless continuum for educators throughout the entirety of their careers.

The Head of School and educational support staff will conduct frequent informal teacher observations to identify strengths and professional growth targets. Additionally, the Head of School will formally observe teachers in the classroom at least once up to four times a year, depending on the teacher's level of experience. Informal collegial dialogue about systemic improvement of student work will be ongoing throughout the year. The Head of School will be responsible for directing performance improvement or taking disciplinary action for BPS employees.

*iii. Terms and Conditions of Employment*

The timeline, process, and forms utilized will be shared with staff at the beginning of the school year and through staff development and/or trainings. Teachers will maintain daily and weekly lesson plans that will be monitored by the administration and reviewed during teacher conferences. All staff will develop annual performance plans that will become part of the evaluation process.

## 8. Grievance and Termination Procedures

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

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

2) BPS will maintain a high standard of excellence and a formidable code of ethics to ensure the safety and well-being of the students. We expressly reserve the right to discharge employees after exhausting an internal due process hearing. Violation of the following will result in immediate disciplinary action ranging from verbal warning to termination:

- absenteeism and tardiness;
- poor performance;
- insubordination;
- violation and/or lack of enforcement of school rules;
- breach of confidentiality;

- theft;
- harassment;
- misconduct with students;
- cheating;
- failure to keep valid teaching license;
- misuse of property;
- fraud, dishonesty, and/or false statements;
- threats and/or weapons in the workplace; and
- substance abuse.

This is a partial list of infractions. There may be other circumstances in which an employee of BPS may be disciplined and/or terminated. BPS retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. Employees of BPS are *at-will* employees of the BPS Governing Board. They can be terminated at any time without resorting to any type of discipline. The BPS Charter School does not have to use any of the following steps of discipline or

use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

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

- verbal warning;
- written warning;
- final warning;
- probation; and/or
- termination.

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

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

In the interest of effective personnel management, the administration and Board recognizes the need for a personnel grievance procedure to provide prompt and effective means of resolving any differences that may arise among our personnel, be it between

employees or between employees and administrators. Grievance procedures will be available to all employees, including teachers, paraprofessional staff, and non-teaching staff to ensure that differences are resolved as efficiently and fairly as possible.

The purpose of the following procedure is to settle personnel grievances and complaints as quickly and at a level as close as possible to the points of their origin; therefore, there will be no extension of the prescribed time for moving through the grievance procedure except upon a compelling show of good cause as determined by the sole discretion of the BPS Board. Proceedings will be informal and confidential whenever possible.

#### Grievance Procedures

1. Bridges Preparatory School (“the School”) does not follow the statutory provisions of Article 5, Chapter 25 of Title 59 of the South Carolina Code of Laws, (1976 as amended), concerning the Employment and Dismissal of Teachers.
2. All employees of the School are considered employees *at will*, as defined by the laws of the state of South Carolina, unless modified in writing by contract and approved by the Board.
3. The School has adopted the following Grievance and Hearing Procedure for the employees of the School. The Procedure is as follows:
  - a. School employees are encouraged to discuss any concerns regarding his/her employer with the employer’s immediate supervisor. This discussion should occur within ten working days after the event/action which results in the grievance.

- b. If any issue should arise between an employee and the immediate supervisor, including, but not limited to, performance evaluations and decisions to terminate the employee's services, which cannot be resolved, then the employee may address his/her concerns in writing and submit this writing to the Head of School or the Head of School's designee.
- c. The Head of School or the Head of School's designee will meet with the employee within two business days to attempt to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee by the Head of School or the Head of School's designee within a period of five working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.
- d. If the employee is not satisfied with the proposed resolution, then he/she has a right to appeal the proposed resolution to the school's Board of Directors ("the Board"). Such appeal must be filed with the Board in writing within five working days of the proposed resolution receipt. This appeal must contain the following documents:
  - a copy of the original writing stating the dispute;
  - a copy of the meeting summary and the proposed resolution; and
  - a written statement prepared and signed by the employee stating the specific reasons why the proposed resolution is unacceptable.



- e. The appeal must be delivered to the Chairman of the Board or her/his representative within three days from the presentation of proposed resolution. The Board shall review the information provided by the employee, and conduct any additional investigations that it deems necessary, including, but not limited to, interviews of the Head of School, the employee, or any other potential school employees.
- f. The Board shall then decide what action, if any, that it will take concerning this appeal. The employee shall receive the Board's decision in writing, and a summary of any actions that will be taken by the Board, the Head of School, or the Head of School's designee. The Board shall also provide a copy of the decision to the Head of School. The decision of the Board is final.

4. This procedure shall be kept as informal and confidential as reasonably possible.

5. No person associated with a grievance shall be the object of administrative reprisal, sanction, or penalty of any kind for either activating or participating in the grievance procedure.

6. The procedure prescribed herein shall be adhered to in processing employee complaints under Title I of the Education Amendment of 1972 (Sex Discrimination).

7. This process shall only be followed for employees of the BPS and does not apply to contracted services provided by others.

SPECIAL NOTE: In the event that the Governing Board chooses to contract out operation of the school to a third party, Administrative and Teaching staff shall fall under the administration of the Contractor.

9. Student Conduct, Rights and Responsibilities, and Discipline Procedures

*i. Student Conduct*

The BPS Planning Committee believes that the goals and objectives for student policies should enhance equal educational opportunity for all students. All procedures and guidelines must be fair, just, and in the best interest of the individual student and the community. Expectations for conduct and discipline are intended to encourage student growth by safeguarding and maintaining an environment conducive to learning, as well as to provide public education in an atmosphere where differences are understood and appreciated.

BPS will treat all persons fairly, with respect, and without discrimination or threats of violence or abuse. Every student will have equal educational opportunities regardless of ethnic or racial background, religious beliefs, and gender, and disability, economic or social conditions. It will be the Head of School's responsibility to develop a plan and provide procedures to assure support of the BPS Planning Committee's policies regarding student conduct and discipline and to work with the staff and students to ensure equal opportunity for all students in all programs and activities. Under the direction of the Board, BPS administrators will periodically review and revise procedures, if necessary, for disciplining students. It is further expected that all procedures will comply with the appropriate state statutes and constitutional provisions and adhere to the discipline procedures provided for in

IDEA-Part B, specifically regulating discipline for children with disabilities.

BPS procedures regarding student conduct and discipline will emphasize positive behavioral supports to help BPS students develop desirable behaviors as well as eliminate undesirable behaviors. Discipline is a way of effective teaching which is done in a positive

manner. Positive means may include:

- individual discussion and counseling;
- student involvement in understanding acceptable standards; and
- parent/legal guardian involvement.

All efforts will be made to allow faculty and staff to reinforce positive behaviors and to teach appropriate social skills essential for becoming well-rounded adults.

As a student progresses through the school, it is assumed that an increase in age and maturity will require a greater responsibility for actions. Differences in age, maturity and developmental level should be considered when determining the type of disciplinary action and possible intervention needed. Efforts also will be made to address each individual student's unique learning style and developmental level while ensuring a safe and secure learning environment for all students.

All procedures regarding student conduct and discipline will apply to every student as long as the consequences are consistent with the student's IEP, if applicable. If a student's IEP, Functional Behavioral Assessment (FBA), or Behavior

Intervention Plan (BIP) addresses a particular behavior, it generally would be inappropriate to use some other response for the specific behavior(s) identified in the BIP/FBA or IEP. Procedures regarding student conduct and discipline are intended to be applicable to student conduct on and off school premises according to the fullest extent by the law. These times and places include, but are not necessarily limited to, academic programs, field trips, athletic events, and school transportation.

### Student Expectations

Expectation # 1: All students will obey the law. Any illegal activity occurring during school hours, within the vicinity of the BPS campus, or while participating in any school activity will result in immediate referral to the appropriate law enforcement officials. These activities include, but are not limited to: possession or use of tobacco or alcohol; activities related in any manner to the purchase, use of or distribution of drugs; gang related activities; sexual behavior; possession of weapons; or abuse.

Expectation # 2: All students will respect the property of others. Theft, vandalism, inappropriate searches or any other form of mistreatment of property belonging to others, including the school, will result in consequences that may range from an informal conference to out-of-school suspension. It will include restitution of stolen and damaged items or police involvement.

Expectation # 3: All students will respect the ideas, beliefs, cultures and individual differences of others. Students engaged in verbal abuse, intimidation, harassment, discrimination, disrespect of authority, fighting, profanity, obscene behavior, extortion, gang-related activities or other such behaviors will receive consequences ranging from informal conference to out-of-school suspension based on severity, prior history, and any other factors the administration chooses to

take into consideration.

Expectation # 4: All students will respect the privilege of education. Tardiness, unexcused absences, plagiarism, cheating, lying, dress code violations, public displays of affection, or any form of academic misconduct will result in consequences ranging from an informal conference to out-of-school suspension based on severity, prior history and any other factors the administration chooses to take into consideration.

#### Disciplinary Actions

Violations of BPS policies, rules, and regulations will result in disciplinary actions. The BPS Planning Committee, and ultimately the Board, will direct the BPS' administration to establish additional rules and regulations necessary to create and preserve conditions essential to orderly operation of the school. The Board will authorize its administrators to employ probation and suspension and to recommend expulsion, if necessary. If there is expulsion with change of placement, then Free Appropriate Public Education (FAPE) will be provided.

#### Corporal Punishment

The use of corporal punishment, defined as any act of physical force upon a student for the purpose of punishing that student, is not acceptable at BPS and will not be tolerated as a disciplinary measure. The school will permit the use of reasonable and necessary physical force under the following circumstances: to quell a disturbance which threatens physical injury to persons, including those students involved, or which threatens serious damage to property; to obtain possession of weapons or other

dangerous objects upon the person or within the control of a student; to defend one's self; and, but not limited to, remove a student from a classroom or other school property when the student's continued presence poses a threat of danger to other persons or property. To ensure safe and correct handling of students during the situations described above, the Head of School and selected staff will be trained in a prescribed physical restraint method within one year of employment.

### Suspension of Students

It is the policy of BPS to provide due process of law to students, parents, and school personnel through procedures for the suspension of students which are consistent with federal law, state law and regulation, and local policy. Suspension is the exclusion of a student from school and school activities for a period of time not to exceed ten school days for any one offense or ten days in a school year. The Head of School may suspend a student from school for commission of any crime, gross immorality, gross misbehavior, persistent disobedience or for violation of written rules and regulations. The Head of School may also suspend a student when the presence of the student is detrimental to the best interest of the school. Review of suspension will be discretionary with the Head of School. However, the Head of School must review suspensions that occur within the last ten days of the school year which would make a student ineligible to receive credit for the school year. The exception to Board approval is if the presence of the student constitutes an actual threat to a class or a school or a hearing is granted within twenty-four hours of the suspension. Whenever a student who is classified as disabled commits a suspendable offense, the Head of School or his/her designee will confer with the IAT team before initiating suspension procedures. The student may appeal the action of the Head of School to the BPS

Board. The Head of School will advise the parent/legal guardian of the right to appeal the Head of School's decision to the Board. The parent/legal guardian must give notice of his/her intent to appeal to the Head of School, who will promptly, upon receipt of such notice, contact the Board and schedule a date for the appeal. The Board will promptly schedule a parent conference to review the appeal upon request with any parent/ legal guardian. The Board may vacate or revise the Head of School's suspension action if he/she believes such action to be inappropriate. The Board will inform the parent/legal guardian, either orally at the time of the conference or after the conference in writing of the decision, and provide the Head of School with a copy of any written response. Should the BPS Board reject an administrative recommendation for suspension or should a court of final disposition reverse the suspension or expulsion action, the Head of School will excuse all student absences resulting from said action.

#### Expulsion of Students

It is the policy of BPS to provide due process of law to students, parents, and school personnel through procedures for the expulsion of students which are consistent with federal law, state law and regulation, and local policy. Expulsion is the removal of a student from school for the remainder of the school year or until readmitted by the Head of School. Authority to expel students from school rests solely with the Head of School. Special Education students must still receive FAPE even while expelled from classes on campus.

These procedures will apply to the expulsion of students. The Head of School will notify the parent/legal guardian of the student of the time and place of a hearing to begin expulsion proceedings. At the hearing, the parent/legal guardian will have the

right to legal counsel and to all other regular legal rights, including the right to question all witnesses. The hearing will take place within ten days of the written notification at a time and place designated by the Head of School, and a decision will be rendered within ten days of the hearing. The student will be suspended from school and all school activities during the time of expulsion procedures, except for scheduled conferences. The student may appeal the action of the Head of School to the BPS Board. The Head of School will advise the parent/legal guardian of the right to appeal the Head of School's decision to the Board. The parent/legal guardian must give notice of his/her intent to appeal to the Head of School, who will promptly, upon receipt of such notice, contact the Board and schedule a date for the appeal. The Board will promptly schedule a parental conference to review the appeal upon request with any parent/ legal guardian. The Board may vacate or revise the Head of School's suspension action if he/she believes such action to be appropriate. The Board will inform the parent/legal guardian, either orally at the time of the conference or after the conference in writing of the decision, and provide the Head of School with a copy of any written response. Should the BPS Board reject an administrative recommendation for suspension or should a court of final disposition reverse the suspension or expulsion action, the Head of School will excuse all student absences resulting from said action.

*ii. Students with Disabilities*

School personnel can remove a child with a disability, including suspending or expelling, for behavior that is not a manifestation of the child's disability, to the same extent as is done for students without disabilities, for the same behavior. School personnel can report crimes to appropriate law enforcement and judicial authorities. School personnel can always ask a court for a



temporary restraining order in order to protect children or adults from harmful behaviors. (See IDEA Regulations 300.519-529 and 521(d)). BPS policies on suspension and expulsion of students with disabilities will adhere to the specific procedures for disciplinary actions that involve students with disabilities as outlined in IDEA and applicable amendments.

The following guidelines will be implemented for compliance thereto. School personnel can remove a student with a disability for ten consecutive days or less at a time for a violation of the school code of conduct, to the same extent applied to children without disabilities. School personnel can immediately remove for up to ten consecutive schools days or less, the same child for separate incidences of misconduct. School personnel can also order a change of placement of a child with a disability to an appropriate interim alternative educational setting for up to forty-five days for possession of weapons or drugs or the solicitation or sale of controlled substances while at school and school functions. If school personnel believe that a child is a danger to himself or others, they can ask a hearing officer in an expedited due process hearing to remove a student to an interim alternative educational setting for up to forty-five days. Forty-five day interim alternative educational placements can be extended with an additional forty-five day increment if the hearing officer agrees that the child continues to be substantially likely to injure him/her or others if returned to his/her prior educational placement.

*iii. Student Rights*

A BPS student may appeal to the BPS Board any action of the Head of School that results in his/her suspension or expulsion. The student's parent/legal guardian must give written notice of his/her intent to appeal to the Head of School, who will promptly,

upon receipt of such notice, contact the Board and schedule a date for the appeal. The Board will promptly schedule a parent conference to review the appeal upon request with any parent/ legal guardian. The Board may vacate or revise the Head of School's suspension action if he/she believes such action to be appropriate. The Board will inform the parent/legal guardian, either orally at the time of the conference or after the conference in writing of the decision, and provide the Head of School with a copy of any written response. Should the BPS Board reject an administrative recommendation for suspension or should a court of final disposition reverse the suspension or expulsion action, the Head of School will excuse all student absences resulting from said action.

*iv. Parental Notification*

BPS believes self-discipline is an interpersonal goal of education. Students, as well as parents, have a responsibility to know and respect the policies, rules and regulations of the school. BPS will notify parents and students regarding the student conduct, rights, and responsibility policies by giving parents and students a copy of the policies, with corresponding explanations, in the student handbook distributed to all students and parents at the beginning of each school year. BPS will provide an explanation of these policies through orientation sessions held at the school and classroom levels at the beginning of each school year. BPS will post this information on the BPS website. Parents and students will be required to sign a statement

each year that they have read and accept attendance policies and the code of conduct handbook. It is imperative that parents/legal guardians and students realize that these policies apply to all BPS activities and sponsored events both on and off the campus (e.g. during field trips) to the fullest extent permitted by law.

\*See Appendix 15 for Student Conduct, Rights and Responsibilities Policies

#### 10. Indemnification

The Bridges Preparatory School assumes the liability for the activities of the charter school and agrees to hold harmless the South Carolina Public Charter School District, its servants, agents, and employees from any and all liability, damage, expense, causes of actions, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents, and employees, in connection with or arising out of the activity of the charter school.

#### 11. Insurance

##### *i. Workers' Compensation Insurance*

The South Carolina Workers' Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the course of his/her employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured employee's disability, and, in case of death, compensation for the deceased employee's dependents. The Charter Committee has obtained an estimated annual premium

from a South Carolina licensed insurance company in the appropriate amounts. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

*ii. Liability Insurance*

The Charter Committee has obtained an estimated annual premium for liability insurance from a South Carolina licensed insurance company. These policies are designed to match or exceed the minimum limits required by the South Carolina Tort claims Act S.C. Code Ann. § 15-78-120 (Supp. 2011). A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

*iii. Property Insurance*

The Charter Committee has obtained an estimated annual premium for property insurance from a South Carolina licensed insurance company. We will provide sufficient insurance to cover loss to the school building and contents for fire and theft. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

*iv. Indemnity Insurance*

The Charter Committee has obtained an estimated annual premium for indemnity insurance from a South Carolina licensed insurance company. We will provide indemnity insurance against civil and criminal liability for the charter school to protect or sponsor, the members of the board of our sponsor, and the employees of our sponsor acting in their official capacity with respect to all

activities related to the charter school. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

*v. Automobile Insurance*

The Charter Committee has obtained an estimated annual premium for automobile insurance from a South Carolina licensed insurance company. We will purchase automobile insurance, both property and liability insurance, to cover the cost of vehicles and transportation for charter school students. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

*vi. Other Insurance*

The Charter Committee has obtained an estimated annual premium for umbrella insurance from a South Carolina licensed insurance company. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.



*Appendix 1*

*Charter Planning Committee*

Name/Address	Title/Primary Role(s)	Relevant Expertise
Ivie Szalai 8 Francis Davant Beaufort, SC 29906	Chairperson Governance, Subcommittee Business, Subcommittee	Married with two children; children attend Lady’s Island Elementary School; attended Winthrop University and University of South Carolina; area of study, Early Childhood Education/ Interdisciplinary Studies; current PTO President at Lady’s Island Elementary. worked for Delta Airlines; and a small business owner.

<p>Amy G. Painton 78 White Pond Blvd. Beaufort, SC 29902</p>	<p>Vice Chairperson Governance, Chairperson</p>	<p>Married with one child. Parent of a special needs' student at Shell Point Elementary; Small business owner; Studied at Mercer University and University of Georgia; Educational background in Biology, Education and Communications; work background in small business/office management, sales/public relations; and an Advocate for Autism Spectrum, Sensory Processing Disorders/ADHD.</p>
<p>Shelia Miley PO Box 643 Beaufort, SC 29901</p>	<p>Business, sub-committee</p>	<p>Married with 2 children; graduate of Columbia College; Bachelor of Arts/ Accounting; Member, South Carolina Association of CPA's; presently Senior Staff Account with local firm; previous Auditor, Palmetto State Bank, Hampton, SC; and active Church and community member.</p>
<p>William M. Miley PO Box 643 Beaufort, SC 29901</p>	<p>Facilities, sub-committee</p>	<p>Married with two children; graduate of Midlands Technical College; Degree in Architectural Engineering; Senior Project Manager for local construction firm; experienced with design/build/permitting; and maintains a great capacity of building/code compliance(s).</p>



<p>Tammy Gates PO Box 4282 Beaufort, SC 29903</p>	<p>Communications, sub-committee</p>	<p>Married with two children; graduated with a Bachelor of Science degree in Business Administration from the University of South Carolina; former Marketing Director for MCAS Beaufort Federal Credit Union; Assistant Director of Helena House Assisted Living; currently Assistant Director of the USCB Center for the Arts; volunteer with Church/Children’s Ministry; and co-director of local youth sports league.</p>
<p>Charles Calvert, Ed.D  PO Box 1987  Beaufort, SC 29901</p>	<p>Grants, co-Chair</p>	<p>Married with 2 children; university professor; Bachelor of Science Degree in Business from the University of Florida; a Master of Science Degree in Hotel Administration from the University of Nevada Las Vegas; and a Doctorate in Higher Education Administration from North Carolina State University; an entrepreneur; and active in the Beaufort Regional Chamber of Commerce.</p>

<p>Adea Humphries 917 East Belleview Circle Beaufort, SC 29902</p>	<p>Business sub-committee</p>	<p>Married with 2 children; graduate of Presbyterian College with a B.S. in Psychology; graduate of Piedmont Technical College with an Associate Degree in Nursing; Board Certified as a Registered Nurse; work history, Hospice Care of America, Department of Mental Health, Case Manager; served as Nurse Supervisor at Dept. of Health for Treatment Programs. Volunteer at the Women’s Center of Beaufort; served on the Nursing Board at the Technical College of the Low Country; and currently employed with SPES as the School Nurse.</p>
<p>Lisa Kindwall 18 Tabby Road Beaufort, SC 29902</p>	<p>Facilities, sub-committee</p>	<p>Married with 5 children; studied Political Science at Augsburg College; owner of SafeKids, Inc.; community activist; and past SIC Chair for SPES.</p>

<p>Candace Brassuer 509 Hamar St. Beaufort, SC 29902</p>	<p>Communications, Chair</p>	<p>Two children; MFA from Columbia University New York; current Public Information and Marketing Director at the USC of Beaufort; worked for the State Department as an Assistant Cultural Affairs Officer in the Dept. of Public Affairs at the US Embassy in Buenos Aires; and award winning screen writer.</p>
<p>Joan Drury 25 Congaree Way Beaufort, SC 29902</p>	<p>Education sub-committee Governance sub-committee</p>	<p>Married with two children; Parent of 2 daughters and two grandsons; retired from education with 36 years of experience as a teacher, Resource teacher &amp; Curriculum Specialist in Christian County, Kentucky; work experience at Fort Campbell Kentucky; attended and graduated from schools in KY; highest level of education is a Master's in Elementary Education; and a member of the Baptist Church of Beaufort.</p>

<p>Brandice Bragg 3130 Palomino Drive Beaufort, SC 29906</p>	<p>Business Committee, Chair</p>	<p>Originally from Williamsburg, West Virginia; a military spouse and mother of three children who attend Shell Point Elementary and Lady’s Island Middle School; current Vice-Chair for School Improvement Council (SIC) at Shell Point Elementary; volunteered as a coach for girls’ softball with Marine Corps Community Services (MCCS); education includes, Associate of Arts in Accounting and a Specialization in Psychology from the University of Phoenix; currently working on a Bachelor’s of Science Degree in Accounting with the expected graduation date of November 2012.</p>
<p>Jevona Armstrong 3 Hilanda Ave. Beaufort, SC 29906</p>	<p>Community Outreach, sub-committee</p>	<p>Married with 2 children; currently studying Early Childhood Education at the Technical College of the Low Country; numerous awards for writing and outstanding public service; education activist; also participant in local Church and community.</p>

Cathy Emmert 60 Cleveland Drive Beaufort, SC 29906	Fundraising, Chair Community Outreach, sub- committee	Married with 3 children; attended Technical College of the Low Country; studied Business; small business entrepreneur in Beaufort; former PTO President at SPES; and community activist.
Lisa Haglund 240 Hitching Post Crescent Bluffton, SC 29909	Facilities, Chair	Married with 2 children; attended Palm Beach Community College and University of Alabama; small business owner of income verification service; former employee of Ft. Lauderdale Police Dept.; Girl Scout Leader; community advocate for American Heart Association, Jump Rope for the Heart; and organized Mended Little Hearts.
Suzie Starkey 26 Petigru Drive Beaufort, SC 29902	Community Outreach, sub- committee Fundraising, sub-committee	Married with 2 children; B.A. from University of Delaware; Master's of Science in Physical Therapy from Arcadia University; and community activist.
Sharlene Smith 14007 Gail Street Beaufort, SC 29906	Fundraising, sub-committee	Married with 2 children; current PTO President for Shell Point Elementary.
Blair Williams 724 Ribaut Road Beaufort, SC 29906	Facilities, co-Chair	Married with 1 child; graduate of Clemson; Bachelors/ Masters in Forest Resource Management; current Manager of the Wetland

		Permitting and Certification Program of SC DHEC-OCRM; and Deacon at local Church.
Amy Roberts 15 Old Farm Road Beaufort, SC 29907	Outreach, sub-committee	Married with two children; attended University of South Carolina Beaufort; earned an Associates in Art and Interdisciplinary Studies/ Psychology and Sociology; served on the Board of Gamma Beta Phi society; local small business owner; PTO Volunteer Coordinator; and community/education activist.
Robert Neal Ellis 6 Mariners Court Port Royal, SC 29935	Outreach, sub-committee Fundraising, sub-committee	2 children and grandfather to 2 children; graduate of University of Detroit, Bachelor of Arts degree (interdisciplinary in psychology, philosophy and communications); work history: Detroit Free Press (Michigan's largest daily newspaper), 1979-2009; sports writer, editor, designer and columnist. Port Royal Veterinary Hospital: Part-owner and veterinary technician; volunteer experience: Summer camp counselor, lifeguard and swimming instructor; emergency room orderly; summer recreation

		program (assistant director); tutor; and T-ball coach.
Sara Jane G. McGowan 34 Planters Circle Beaufort, SC 29907		Married with 2 children; attended University of SC with Educational Specialist and Early Childhood Education Degree; also graduate of College of Charleston majoring in Elementary Education/ Early Childhood Certification; previous classroom experience 20 plus years; active in local Church; and Boy Scouts of America volunteer.
Kim T. Durham 130 Meridian Road Beaufort, SC 29907	Grants, co-chair	Married with three children; graduate from College of Charleston with a degree in Accounting; CPA; and small business owner.
Becky Woods 2501 Black Oak Circle Beaufort, SC 29902	Outreach, sub-committee	Married with two children; currently employed as a dental hygienist; and co- founder <i>Facing Our Risk of Cancer Empowered</i> .
Craig Skalla 9 Kirk Court Bluffton, SC 29910	Outreach, sub-committee	Married with two children; and owner of local Orthopedic surgery practice.

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Not Applicable.



*Appendix 9*

*... Bylaws*

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**Bylaws**

**Article I – Name and Offices**

**Section 1.1 Name of Corporation.** The name of the Corporation shall be as specified in its Articles of Incorporation, Bridges Preparatory School (hereinafter referred to as the Corporation).

**Section 1.2 Fictitious Name.** The Corporation may conduct business under the name: BPS (hereinafter referred to as School)

**Section 1.3 Address of Corporation.** The location and address of the registered office of the Corporation shall be 8 Francis Davant, Beaufort, SC 29906 until a permanent site is found for the School.

**Article II – Nature of the Corporation**

**Section 2.1 Non-Profit.** The Corporation does not contemplate pecuniary gain or profit, incidental or otherwise, to itself nor any of its members.

**Section 2.2 Purposes.** The purposes for which the Corporation is to be formed is to organize a charter school pursuant to South Carolina Charter Schools Act of 1996, as amended (hereinafter the SCCS Act) and as set forth in the Articles of Incorporation. Should there be a conflict between the Corporation's Bylaws or Articles of Incorporation and the SCCS Act, the SCCS Act controls or as amended.

Said Incorporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations under section 501 ( c ) ( 3 ) of the Internal Revenue Code, or corresponding section of any future federal tax code.

**Section 2.3 Non-discrimination.** The Corporation shall be non-sectarian, nonreligious and non-discriminatory, hiring staff and accepting students without discrimination as to race, color, religion, national origin, sex, marital status, sexual orientation, educational affiliation, handicap status, or age and shall comply with all applicable laws and regulations relating thereto including those specifications regarding admission as to racial composition pursuant to South Carolina Code Ann. \_ 59-40-50(B)(6).

**Section 2.4 Limitations and Restrictions.** 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 purpose set forth in the purpose clause 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 this document, 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.

**Section 2.5 Enrollment.** Subject to total enrollment limitations, enrollment in the School shall be open to any child in accordance with the SCCS Act, as amended and interpreted case law.

### **Article III - Members**

**Section 3.1 No Members.** The Corporation shall have no members. Any action that would otherwise, by law, require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors (hereinafter “the Board”). All rights that would otherwise, by law, vest in the members shall vest in the Board. Nothing in this Article III shall be construed to limit the Corporation's right to informally refer to persons associated with it as “members,” even though such persons are not members of the Corporation in a legal capacity. The Board may also, but without establishing membership, create an advisory council or honorary board, or such other auxiliary groups as it deems appropriate to advise and support the Corporation.

**Article IV – Board of Directors, Charter Governing Board**

**Section 4.1 Management.** The Corporation shall be governed by the Board of Directors of the Corporation. The business and affairs of the Corporation shall be managed by the Board. The members shall act only as a Board.

**Section 4.2 Responsibilities.** The Board's responsibilities include, but are not limited to, the following:

- a) sign the Charter School Contract and agree to any amendments thereto;
- b) apply to the sponsoring school district for renewal of the Charter School Contract as necessary;
- c) ensure compliance with all of the requirements for a charter school as provided by the SCCS Act and as amended;
- d) comply with federal and South Carolina laws and as amended;
- e) ensure the school will adhere to the same health, safety, civil rights, and disability rights as required by the sponsoring school district;
- f) conduct lotteries for admission, if required following charter law or as amended;

- g) validate all major contracts with the School by giving and recording formal approval; each year the finance committee will review and recommend, for Board approval, the definition of a major contract, as well as the policies and procedures for executing such contracts;
- h) perform any and all necessary legal acts to execute the purpose of the Corporation;
- I) contract for all other services for the School;
- j) develop strategic plans for the School;
- k) develop and adopt policies for the School;
- l) approve operating procedures for the School;
- m) oversee and ensure the financial viability of the School;
- n) adopt and approve the annual budget for the School;
- o) abide by the same financial audits, audit procedures and audit requirements as are applied to all public schools;
- p) assist in fund raising activities for the School;

- q) ensure regulations put forth by the Charter School Contract are upheld and /or develop pay scales, performance criteria, and discharge policies for the School employees;
- r) guarantee that all personnel undergo background checks, fingerprinting and random drug testing prior to hiring
- s) evaluate the Director of the School at least annually;
- t) ensure that the curriculum fulfills the mission statement of the School;
- u) ensure the same minimum attendance requirements as applied to all public schools;
- v) hear appeals for teacher/staff dismissals and student expulsions;
- w) build and perpetuate a parent, educator, and community partnership;
- x) make every effort to maintain a positive working relationship with the sponsoring school district; and
- y) employ a Director, who is accountable for the day to day operation of the School, responsible for the employment of other administrators, teachers and other employees, as needed, and other duties as relegated by the Board.

The faculty of the School, under the leadership of the School Director(s), shall be responsible for the development of the School's curriculum and teaching methods, concurrent with the mission of the School.

**Section 4.3 Composition and Election.** The School will recruit for Members of the Board persons who qualify under the SCCS Act and demonstrate commitment to the School's mission. The board shall initially consist of ~~five (5)~~ seven (7) Members. The Board may at its discretion increase the number of Members to a maximum of ~~seven (7)~~ nine (9). It is the intent of the School that due diligence will be made to recruit and seat diverse Board nominees representative of the School community. Fifty percent (50%) of the Board plus one (1) must be individuals with a background in K-12 education or business. All members of the Board must be residents of South Carolina. A person who has been convicted of a felony may not serve on the Board. The Board shall be elected annually by the parents or guardians of students enrolled in the School and the employees of the School pursuant to the SCCS Act or as amended. There will be annual elections, of the board seats that become eligible, by the parents and guardians of students enrolled in the School and the employees of the School pursuant to the SCCS Act or as amended. Members may serve a term of two (2) years , and may serve addittional terms. Seats one (1) through four (4) shall serve a term of two (2) years and seats five (5) though seven (7) shall serve a term of one (1) year for the first year of the charter. Subsequently, seats five (5) through seven (7) will be elected for two (2) year terms for the remainder of the charter resulting in an off cycle election of seats yearly. Parents or guardians of a student shall have one vote for each student enrolled in the School; the parents or guardian must decide among themselves who will cast that vote. Each employee of the School is given one vote per person. If an employee has a child/children at the School, he/she will not get a separate

vote for being an employee and his/her vote will be based on the number of children enrolled. Members of the Board will be elected by a plurality of the votes cast. ~~Eligible voters will vote on the entire Board.~~ Eligible voters will vote on all seats of the Board that are up for election. The Board election will be held ~~by the end of the first quarter each year.~~ in October of each year with the seating taking place at the next scheduled board meeting in November. ~~The term shall begin on January 1 and expire on December 31.~~ Elections will be held and results posted by December 31 for the current school year. The term shall begin at the next scheduled Board Meeting in November and run for two (2) years except for seats five (5) through seven (7) in the first year of operation. Once the election has taken place, and results duly tabulated and published, orientation training for all Board members will be held within one year of taking office on the Board, in accordance with state law or as amended.

**Section 4.4 Annual and Regular Meetings.** The first meeting of the Board shall be held on the second Monday of January of each year. The Board shall also meet regularly with a quorum present at least eleven times each year. An annual schedule of regular meetings shall be adopted, published and posted at the School office and provided to local media in January of each year. Meetings of the Board shall be general meetings and open for the transaction of any business within the powers of the Board without special notice of such business except in any case where special notice is required by law or by the Bylaws. All meetings are open to the public.



**Section 4.5 Special Meetings.** Special meetings of the Board shall be called at any time by the secretary upon the written request of either the president or three members of the Board upon 24 hour notice posted and delivered to all members and local news media. Meetings shall be held at the place stated in the notice and shall be open to the public.

**Section 4.6 Place and Time of Meetings.** All meetings of the Board shall be held at such places or places within South Carolina and at such times as shall be specified in the specific notices of such meetings.

**Section 4.7 Notice of Meetings.** Notices of meetings of the Board, along with an agenda, shall be posted in the School and provided to the public in accordance with the requirements of the Freedom of Information Act or as amended.

**Section 4.8 Open Meetings and Administrative Records.** All official action and all deliberations undertaken by a quorum of the Board shall take place at a meeting open to the public, as provided in the Freedom of Information Act, or as amended, except in cases where executive sessions are authorized pursuant to the Freedom of Information Act or as amended.

**Section 4.9 Quorum and Voting.** At all meetings of the Board, the presence of a majority of the members shall be necessary and sufficient to constitute a quorum and, except as otherwise provided by law or by the Bylaws, the act of a majority of the members present shall be the act of the Board. In the absence of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or to take a recess. At the request of any member, any meeting or action within a meeting will be

conducted in accordance with the procedures outlined in the then current edition of Robert's Rules of Order except when they conflict with these Bylaws. No proxy votes will be allowed when members of the Charter School Board of Directors are absent from regular or called meetings.

**Section 4.10 Resignation and Removal of Members of the Board.** Any Member of the Board may resign at any time by sending a signed letter of resignation to the Board/Board Chairman. Any Member of the Board may be removed at any time with cause at any meeting of the Board by a vote of the Board of the Corporation called for that purpose. Cause will be considered failure to organize or neglect of duty according to the SCCS Act or as amended. Members of the Board shall be expected to attend at least seventy-five percent (75%) of meetings of the committee or committees on which he/she had agreed to serve. Failure to attend meetings as outlined herein may be cause for removal of a Member of the Board. A Member of the Board shall be removed for conviction of a felony crime or crime of moral turpitude.

**Section 4.11 Vacancies.** In the event of the death or resignation of a Member of the Board , the qualified candidate who received the next highest number of votes in the last election will be asked to fill the empty seat. If that individual declines or is unable to serve, the candidate that received the next highest number of votes in the last election will be asked to fill the empty seat and this process will continue until such time as the replacement is found. If there is no one to fill the empty seat, the Board will ask for applications or

nominations for the position and then elect the new member of the Board at its next regularly scheduled meeting after the close of time for persons to apply. The replacement member shall serve until the next election for vacancies on the Board.

**Section 4.12 Compensation and Expenses.** Members of the Board shall serve without compensation but may be reimbursed for expenses incurred when acting at the request of and on behalf of the Board.

**Section 4.13 Qualifications of the Board of Directors.** Members of the Board shall qualify under all requirements of the SCCS Act or as amended.

## **Article V – Officers**

**Section 5.1 Number of Officers.** The Officers of the Corporation shall be a Chairperson, a Vice Chairperson, a Secretary and a Treasurer. These Officers must be Board Members. The Officers shall perform such duties as usually pertain to the offices that they hold or as may be assigned to them by the Board of Directors.

**Section 5.2 Election of Officers.** The Chairperson, Vice Chairperson, Secretary, and Treasurer to the Board shall be elected annually by the Members of the Board at the first regularly scheduled Board meeting after the new Board is seated. Officers may succeed themselves in office. Each person elected as an Officer shall continue in office until his/her successor is duly elected.

**Section 5.3 Additional Officers and Agents.** The Board, at any meeting, may by resolution appoint such additional officers and such agents and determine their term of office and compensation, if any, as it may deem advisable. The Board may delegate to any officer or committee the power to appoint such subordinate officers, agents, or employees and to determine their terms of office and compensation, if any.

## **Article VI – Committees**

**Section 6.1 Standing and/or Ad Hoc Committees.** The Board may form from time to time, by resolution, constitute such committees of members, officers, employees, members, or non-members, with such functions, powers, and duties as the Board deems necessary or appropriate. Unless the Board shall provide otherwise, each such committee shall enact purposes, responsibilities, and procedures for its operations. These documents and their amendments shall be approved by the Board. The Board retains the authority to dissolve these committees by a majority vote.

## **Article VII – Indemnification**

**Section 7.1 General.** The Corporation shall indemnify each officer, Board member, and employee (“Indemnity”) from the expenses and risk as set forth in Sections 2 and 3 below if such Indemnity has acted in good faith within the scope of his/her employment or of his/her duties as a Board Member. A member shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause his/her reliance to be unwarranted.

**Section 7.2 Expenses.** Indemnities shall be indemnified against all expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by the Indemnity in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that the Indemnity is or was and employee, officer or director of the Corporation.

#### **Article VIII – Miscellaneous Provisions**

**Section 8.1 Fiscal Year and Audit.** The fiscal year of the Corporation shall begin on July 1 and end on June 30 each year. The Corporation shall be required periodically and no less than once a year to imply a certified public accountant to audit the accounts of the Corporation and to provide such audits as are required to the SCCS Act or as amended.

**Section 8.2 Execution of Contracts.** The Board may authorize any officer, employee or agent, in the name of and on behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or confined to specific instances. Unless so authorized by these Bylaws or by the Board, no officer, employee, or agent shall have any power to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable pecuniary for any purpose or in any amount.

**Section 8.3 Commercial Paper.** All checks and other orders for the payment of money out of the funds of the Corporation, and all notes or evidence of indebtedness of the Corporation, shall be executed on behalf of the Corporation by such officer or officers or employee or employees, as the Board may, by resolution, from time to time determine.

**Section 8.4 Deposits.** All funds of the Corporation not otherwise employed 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, from time to time, select or as many be selected by any officer or employee of the Corporation to whom such power may, from time to time, be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power may be delegated by the Board, may endorse, assign and deliver checks, drafts, and other orders for the payment of money which are payable to the order of the Corporation.

**Section 8.5 Forms of Records.** When consistent with good business practices, any records of the Corporation may be maintained in other than written form if such other form is capable of reasonable preservation and conversion into written form within a reasonable time.

**Section 8.6 Corporate Records.** The Corporation shall keep as permanent written records a copy of the minutes of all meetings of its Board of Directors, a record of all actions taken by the Board, and a record of all actions taken by committees of the Board. The Corporation shall maintain appropriate accounting records. The Corporation shall keep a copy of the records at its principal office.

**Section 8.7 Bylaw Amendments.** These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at a regularly scheduled meeting, provided that notice of any proposed amendment or change is made available to Members of the Board and to the public at least 30 prior to the meeting at which they are voted upon. The board will review the Bylaws at least once every three years. Any amendments to the Bylaws which are inconsistent with the SCCS Act or as amended, or would result in the Corporation's loss of its ability to claim non-profit status under either the Internal Revenue Code or the South Carolina Non-profit Corporation Act, shall be null and void.

**Section 8.8 Severability.** If any provision of these Bylaws or the application thereof to any person or circumstances shall be held invalid or unenforceable to any extent by a court of competent jurisdiction, such provision shall be complied with or enforced to the greatest extent permitted by law as determined by such court, and the remainder of these Bylaws and the application of such provision to other persons or circumstances shall not be affected thereby and shall continue to be complied with and enforced to the greatest extent permitted by law.

**Section 8.9 Usage.** The section and paragraph headings contained in these Bylaws are for reference purposes only and shall not affect in any way the meaning or interpretation of the Bylaws. Terms such as “hereof”, “hereunder”, “hereto” and words of similar import shall refer to these Bylaws in the entirety and all references to “Articles”, “Paragraphs”, “sections”, and similar cross references shall refer to specified portions of these Bylaws, unless the context clearly requires otherwise. Terms used herein which are not otherwise defined shall have the meanings ascribed to them in the Act. All references to statutory provisions shall be deemed to include corresponding sections of succeeding law or as amended.

**Section 8.10 Conflict Between Bylaws, Articles, and South Carolina Law.** The Articles of Incorporation of the Corporation and South Carolina law including, without limitation, the South Carolina Non-profit Corporation Act of 1996, as amended, together with the regulations, are incorporated herein by reference. Any conflict within the terms of these Bylaws, the Articles, and South Carolina law should be resolved in the following order: (1) South Carolina law, (2) the Articles, and (3) these Bylaws.





## South Carolina Public Charter School District

### *Charter Amendment Request Form*

Name of Charter School: Bridges Preparatory School

Requested Effective Date: October 16, 2014

Description of the Request (Additional pages may be attached as needed. If more than one amendment request is being made, please submit a form for each request.):

Currently the BPS Charter states that applications for enrollment for the next school year will be taken until January 15<sup>th</sup>. Amendment would change the date to January 31<sup>st</sup> which will bring BPS in line with other charter schools in the area and reduce confusion among prospective families.

Charter Amendment Checklist (the following must be submitted in the order listed below):

- 1. Charter Amendment Request Form
- 2. Charter Board Resolution (A written resolution adopted by the Charter School Board and signed by the members voting in favor of amending the charter must be submitted. A quorum of the members must have voted in favor of amending the charter. Include printed names of Board members as well as signatures. If multiple amendment requests are being made, include all board resolutions.)
- 3. The text and page numbers, or photocopies, of the charter language proposed to be amended, and the language proposed as the new charter language, with changes marked.

As the Charter School Administrator, I understand that incomplete submissions will not be processed. I also understand that any proposed charter amendment that is determined to be material in nature by the District Superintendent must be approved by the District Board before such amendment can be made.

Robert G Cook  
Printed Name of the School Administrator

843-982-7737  
Phone Number

bcook@bridgesprep.org  
Email Address

  
\_\_\_\_\_  
Signature of the School Administrator

October 16, 2014  
Date

Resolution to Amend Charter  
In Regard to Application Dates

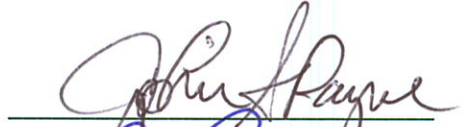
Whereas, the application deadline for the 2014-2015 school year was extended to January 31<sup>st</sup>;

And Whereas, charter schools in the Beaufort area have application deadlines of January 31<sup>st</sup> for each school year;

And Whereas, BPS wishes to help parents avoid confusion of differing due dates;

Therefore, it is resolved to change the date that applications for enrollment are due to January 31<sup>st</sup> of each year.

Approved by BPS Board of Trustees on October 16, 2014.



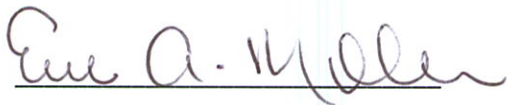
John Payne, Board Chair



Charles Calvert, Vice Chair



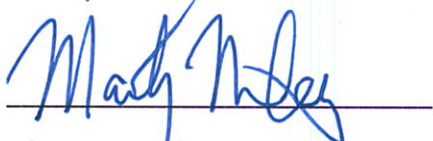
Adea Humphries, Secretary



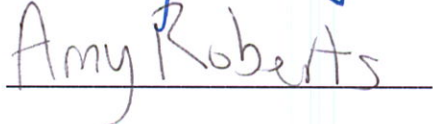
Eve Miller, Treasurer



Stephen Durham



Marty Miley



Amy Roberts

Bridges Preparatory School Charter pages 12 – 13:

Receipt and Processing of Applications

Once approved, BPS will begin to accept applications for enrollment until January 15th, 2013. In subsequent years, BPS will accept applications between October 15th and January ~~15th~~ 31<sup>st</sup> for the following school year.

...

Any application received after January 15<sup>th</sup> 31<sup>st</sup> will be considered on a first-come/first-served, space-available basis.



## South Carolina Public Charter School District

### *Charter Amendment Request Form*

Name of Charter School: Bridges Preparatory School

Requested Effective Date: September 29, 2014

Description of the Request (Additional pages may be attached as needed. If more than one amendment request is being made, please submit a form for each request.):

The Bridges Preparatory Charter (pg. 57) currently reads:

“By having a cap of twenty students per classroom, the smaller classrooms will allow the teacher to give each child the assistance and attention he/she needs to excel academically and socially.”

Amendment will change class cap from twenty (20) to twenty-three (23).

Charter Amendment Checklist (the following must be submitted in the order listed below):

- 1. Charter Amendment Request Form
- 2. Charter Board Resolution (A written resolution adopted by the Charter School Board and signed by the members voting in favor of amending the charter must be submitted. A quorum of the members must have voted in favor of amending the charter. Include printed names of Board members as well as signatures. If multiple amendment requests are being made, include all board resolutions.)
- 3. The text and page numbers, or photocopies, of the charter language proposed to be amended, and the language proposed as the new charter language, with changes marked.

As the Charter School Administrator, I understand that incomplete submissions will not be processed. I also understand that any proposed charter amendment that is determined to be material in nature by the District Superintendent must be approved by the District Board before such amendment can be made.

Robert G Cook  
Printed Name of the School Administrator

843-982-7737  
Phone Number

bcook@bridgesprep.org  
Email Address

  
\_\_\_\_\_  
Signature of the School Administrator

September 29, 2014  
Date

Resolution to Amend Charter

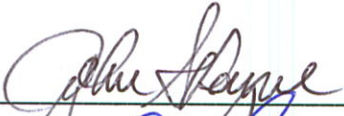
In regard to Class Size

Whereas, Bridges Preparatory School has previously amended the charter to limit the number of classes per grade to three (3).

And Whereas, there is a fiscal need to increase enrollment to the projected totals for each school year.

Therefore, it is resolved to amend the charter to increase the maximum class size to twenty-three (23) students.

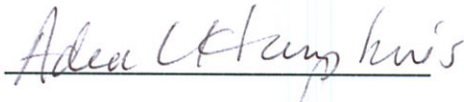
Approved by BPS Board of Trustees on September 29, 2014.

  
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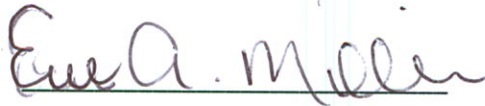
John Payne, Board Chair

  
\_\_\_\_\_

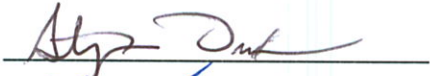
Charles Calvert, Vice Chair

  
\_\_\_\_\_

Adea Humphries, Secretary

  
\_\_\_\_\_

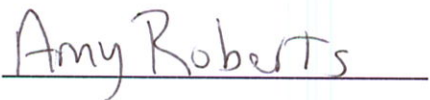
Eve Miller, Treasurer

  
\_\_\_\_\_

Stephen Durham

  
\_\_\_\_\_

Marty Miley

  
\_\_\_\_\_

Amy Roberts

The Bridges Preparatory Charter page 57:

“By having a cap of ~~twenty~~ twenty-three (23) students per classroom, the smaller classrooms will allow the teacher to give each child the assistance and attention he/she needs to excel academically and socially.”

Amendment will change class cap from twenty (20) to twenty-three (23).

*Appendix 1*

*Charter Planning Committee*

Name/Address	Title/Primary Role(s)	Relevant Expertise
Ivie Szalai 8 Francis Davant Beaufort, SC 29906	Chairperson Governance, Subcommittee Business, Subcommittee	Married with two children; children attend Lady’s Island Elementary School; attended Winthrop University and University of South Carolina; area of study, Early Childhood Education/ Interdisciplinary Studies; current PTO President at Lady’s Island Elementary. worked for Delta Airlines; and a small business owner.
Amy G. Painton 78 White Pond Blvd. Beaufort, SC 29902	Vice Chairperson Governance, Chairperson	Married with one child. Parent of a special needs’ student at Shell Point Elementary; Small business owner; Studied at Mercer University and University of Georgia; Educational background in Biology, Education and Communications; work background in small business/office management, sales/public relations; and an Advocate for Autism Spectrum, Sensory Processing

<p>Stacey Atkinson 90 Wintergreen Drive Beaufort, SC 29906</p>	<p>Education Committee, Chair Governance, sub-committee</p>	<p>Married with one child; M.Ed., Curriculum and Instruction/Reading and Literacy from Lesley University; M.A.T, Elementary Education from Univ. of SC.; B.S, Professional Aeronautics from Embry-Riddle; Currently employed with Technical College of the Low Country as Early Care and Education Instructor/Program Coordinator and Early Care; and Education Adjunct Instructor.</p>
<p>Shelia Miley PO Box 643 Beaufort, SC 29901</p>	<p>Business, sub-committee</p>	<p>Married with 2 children; graduate of Columbia College; Bachelor of Arts/ Accounting; Member, South Carolina Association of CPA's; presently Senior Staff Account with local firm; previous Auditor, Palmetto State Bank, Hampton, SC; and active Church and community member.</p>
<p>William M. Miley PO Box 643 Beaufort, SC 29901</p>	<p>Facilities, sub-committee</p>	<p>Married with two children; graduate of Midlands Technical College; Degree in Architectural Engineering; Senior Project Manager for local construction firm; experienced with design/build/permitting; and maintains a great capacity of building/code compliance(s).</p>



<p>Tammy Gates  PO Box 4282  Beaufort, SC 29903</p>	<p>Communications, sub-committee</p>	<p>Married with two children; graduated with a Bachelor of Science degree in Business Administration from the University of South Carolina; former Marketing Director for MCAS Beaufort Federal Credit Union; Assistant Director of Helena House Assisted Living; currently Assistant Director of the USCB Center for the Arts; volunteer with Church/Children's Ministry; and co-director of local youth sports league.</p>
<p>Charles Calvert, Ed.D    PO Box 1987    Beaufort, SC 29901</p>	<p>Grants, co-Chair</p>	<p>Married with 2 children; university professor; Bachelor of Science Degree in Business from the University of Florida; a Master of Science Degree in Hotel Administration from the University of Nevada Las Vegas; and a Doctorate in Higher Education Administration from North Carolina State University; an entrepreneur; and active in the Beaufort Regional Chamber of Commerce.</p>

<p>Adea Humphries 917 East Belleview Circle Beaufort, SC 29902</p>	<p>Business sub-committee</p>	<p>Married with 2 children; graduate of Presbyterian College with a B.S. in Psychology; graduate of Piedmont Technical College with an Associate Degree in Nursing; Board Certified as a Registered Nurse; work history, Hospice Care of America, Department of Mental Health, Case Manager; served as Nurse Supervisor at Dept. of Health for Treatment Programs. Volunteer at the Women's Center of Beaufort; served on the Nursing Board at the Technical College of the Low Country; and currently employed with SPES as the School Nurse.</p>
<p>Lisa Kindwall 18 Tabby Road Beaufort, SC 29902</p>	<p>Facilities, sub-committee</p>	<p>Married with 5 children; studied Political Science at Augsburg College; owner of SafeKids, Inc.; community activist; and past SIC Chair for SPES.</p>

<p>Candace Brassuer 509 Hamar St. Beaufort, SC 29902</p>	<p>Communications, Chair</p>	<p>Two children; MFA from Columbia University New York; current Public Information and Marketing Director at the USC of Beaufort; worked for the State Department as an Assistant Cultural Affairs Officer in the Dept. of Public Affairs at the US Embassy in Buenos Aires; and award winning screen writer.</p>
<p>Joan Drury 25 Congaree Way Beaufort, SC 29902</p>	<p>Education sub-committee Governance sub-committee</p>	<p>Married with two children; Parent of 2 daughters and two grandsons; retired from education with 36 years of experience as a teacher, Resource teacher &amp; Curriculum Specialist in Christian County, Kentucky; work experience at Fort Campbell Kentucky; attended and graduated from schools in KY; highest level of education is a Master's in Elementary Education; and a member of the Baptist Church of Beaufort.</p>

<p>Brandice Bragg 3130 Palomino Drive Beaufort, SC 29906</p>	<p>Business Committee, Chair</p>	<p>Originally from Williamsburg, West Virginia; a military spouse and mother of three children who attend Shell Point Elementary and Lady's Island Middle School; current Vice-Chair for School Improvement Council (SIC) at Shell Point Elementary; volunteered as a coach for girls' softball with Marine Corps Community Services (MCCS); education includes, Associate of Arts in Accounting and a Specialization in Psychology from the University of Phoenix; currently working on a Bachelor's of Science Degree in Accounting with the expected graduation date of November 2012.</p>
<p>Jevona Armstrong 3 Hilanda Ave. Beaufort, SC 29906</p>	<p>Community Outreach, sub-committee</p>	<p>Married with 2 children; currently studying Early Childhood Education at the Technical College of the Low Country; numerous awards for writing and outstanding public service; education activist; also participant in local Church and community.</p>

<p>Cathy Emmert 60 Cleveland Drive Beaufort, SC 29906</p>	<p>Fundraising, Chair Community Outreach, sub- committee</p>	<p>Married with 3 children; attended Technical College of the Low Country; studied Business; small business entrepreneur in Beaufort; former PTO President at SPES; and community activist.</p>
<p>Lisa Haglund 240 Hitching Post Crescent Bluffton, SC 29909</p>	<p>Facilities, Chair</p>	<p>Married with 2 children; attended Palm Beach Community College and University of Alabama; small business owner of income verification service; former employee of Ft. Lauderdale Police Dept.; Girl Scout Leader; community advocate for American Heart Association, Jump Rope for the Heart; and organized Mended Little Hearts.</p>
<p>Suzie Starkey 26 Petigru Drive Beaufort, SC 29902</p>	<p>Community Outreach, sub- committee Fundraising, sub-committee</p>	<p>Married with 2 children; B.A. from University of Delaware; Master's of Science in Physical Therapy from Arcadia University; and community activist.</p>
<p>Sharlene Smith 14007 Gail Street Beaufort, SC 29906</p>	<p>Fundraising, sub-committee</p>	<p>Married with 2 children; current PTO President for Shell Point Elementary.</p>
<p>Blair Williams 724 Ribaut Road Beaufort, SC 29906</p>	<p>Facilities, co-Chair</p>	<p>Married with 1 child; graduate of Clemson; Bachelors/ Masters in Forest Resource Management; current Manager of the Wetland Permitting and Certification Program of SC DHEC-OCRM; and Deacon at local Church.</p>

<p>Amy Roberts 15 Old Farm Road Beaufort, SC 29907</p>	<p>Outreach, sub-committee</p>	<p>Married with two children; attended University of South Carolina Beaufort; earned an Associates in Art and Interdisciplinary Studies/ Psychology and Sociology; served on the Board of Gamma Beta Phi society; local small business owner; PTO Volunteer Coordinator; and community/education activist.</p>
<p>Robert Neal Ellis 6 Mariners Court Port Royal, SC 29935</p>	<p>Outreach, sub-committee Fundraising, sub-committee</p>	<p>2 children and grandfather to 2 children; graduate of University of Detroit, Bachelor of Arts degree (interdisciplinary in psychology, philosophy and communications); work history: Detroit Free Press (Michigan's largest daily newspaper), 1979-2009; sports writer, editor, designer and columnist. Port Royal Veterinary Hospital: Part-owner and veterinary technician; volunteer experience: Summer camp counselor, lifeguard and swimming instructor; emergency room orderly; summer recreation program (assistant director); tutor; and T-ball coach.</p>

<p>Sara Jane G. McGowan 34 Planters Circle Beaufort, SC 29907</p>		<p>Married with 2 children; attended University of SC with Educational Specialist and Early Childhood Education Degree; also graduate of College of Charleston majoring in Elementary Education/ Early Childhood Certification; previous classroom experience 20 plus years; active in local Church; and Boy Scouts of America volunteer.</p>
<p>Kim T. Durham 130 Meridian Road Beaufort, SC 29907</p>	<p>Grants, co-chair</p>	<p>Married with three children; graduate from College of Charleston with a degree in Accounting; CPA; and small business owner.</p>
<p>Becky Woods 2501 Black Oak Circle Beaufort, SC 29902</p>	<p>Outreach, sub-committee</p>	<p>Married with two children; currently employed as a dental hygienist; and co- founder <i>Facing Our Risk of Cancer Empowered</i>.</p>
<p>Craig Skalla 9 Kirk Court Bluffton, SC 29910</p>	<p>Outreach, sub-committee</p>	<p>Married with two children; and owner of local Orthopedic surgery practice.</p>

*Appendix 2*  
*Supporting Evidence of Charter School*  
*Letters of Support for BPS*

First Name	Last Name	Address	City	State	Zip
Rachel	Aimar	1512 Pony Ave	Beaufort	SC	29906
Mark	Alexander	6 Cordgrass Loop	Beaufort	SC	29907
Marvin	Alford	242 Greenwinged Teal Dr South	Beaufort	SC	29907
Peg	Allen	3 Marsh Point Rd	St Helena	SC	29920
Swinton	Anderson	395 Distant Island Dr	Beaufort	SC	29907
Holly	Anderson	15 Congaree Way	Beaufort	SC	29902
Ton	Angela	9 Miller Dr West	Beaufort	SC	29907
Jevona	Armstrong	3 Hilanda Dr	Beaufort	SC	29906
Stacy	Atkinson	90 Wintergreen Dr	Beaufort	SC	29906
Alvina	Avery	268 Shanklin Rd	Beaufort	SC	29906
Sharie	Baugus	24 Reeds Road	Beaufort	SC	29907
Howard	Bayne III	195 Distant Island Dr	Beaufort	SC	29907
Adam	Bazemore	3034 Huron Drive	Beaufort	SC	29902
Eleanore	Bednarsh	4A Assembly Row	Beaufort	SC	29906
Brenda	Benton	7 Middle River Road	Beaufort	SC	29906
Lynn	Bernard	5929 Pleasant Farm	Beaufort	SC	29906
Shannon	Bishop	40 Davidson Rd	Beaufort	SC	29906
Cheryl	Black	1714 Washinton Street	Beaufort	SC	29902
Justin	Blankenship	40 Davidson Rd	Beaufort	SC	29906
Kay	Bodine	1200 London Ave	Port Royal	SC	29935
James	Bollack	42 Wade Hampton Dr	Beaufort	SC	29907
Lisa	Brais	38 Osminda Dr	Ladys Island	SC	29907
Ed	Braxi	213 Anchorage Dr	Beaufort	SC	29907
Gary	Bright	4003 Dogwood St	Beaufort	SC	29906
Faith	Bright	12009 Gail St	Beaufort	SC	29906



Kelli	Bright	12009 Gail St	Beaufort	SC	29906
Erin	Brock	5029 Dogwood Street	Beaufort	SC	29906
Joanie	Brown	20 Colony Gardens Rd Apt 225	Beaufort	SC	29907
Kenneth	Brown	1804 Lenora Dr	Port Royal	SC	29935
Pamela	Brown	915 15th Street	Port Royal	SC	29935
Cequita	Brown	3 Lagarre Ct	Beaufort	SC	29902
Sherri	Bryan	2 Audubon Rd	Beaufort	SC	29907
Lashauna	Bryant	151 Grober Hill Rd	Burton	SC	29906
Nicole	Buquet	64 Blacksmith Circle	Beaufort	SC	29906
Earl	Burnsed	987 Sams Pint Rd	Ladys Island	SC	29907
Sharon	Burris	17 Shallowbrook Lane	Beaufort	SC	29907
Donald	Buxton	7046 LH Nelson Dr	Beaufort	SC	29906
Dorothy	Buxton	7046 LH Nelson Dr	Beaufort	SC	29906
Joel	Calandra	704 Dawn Street	Beaufort	SC	29906
Jennifer	Calandra	704 Dawn Street	Beaufort	SC	29906
Mary	Campbell	167 Trotters Loop	Beaufort	SC	29907
Laura	Campbell	1808 Drayton Dr	Port Royal	SC	29935
Kenny	Campbell	1031 Otter Circl	Beaufort	SC	29902
Jennifer	Campbell	1031 Otter Circl	Beaufort	SC	29902
Barbara	Campbell	2303 Mcteer Circle	Beaufort	sc	29902
Cynthia	Carson	68 Avenue of Oaks	St Helena	SC	29920
Gene	Cato	13 Meridian Road	Beaufort	SC	22907
Melinda	Cato	12 Ashley Drive	Beaufort	SC	29907
Amanda	Chavez	118 S Bon Aire Circle	Beaufort	SC	29906
Jackie	Chilson	1402 Park Ave	Beaufort	SC	29902
Crosby	Christianson	34 Wade Hampton	Beaufort	SC	29907
Susan	Clark	212 Old Plantation Dr West	Beaufort	SC	29907
Felix	Clayton	1614 West Paris Ave	Port Royal	SC	29935
Jeremy	Cone	1512 Pony Ave	Beaufort	SC	29906
Phyllis	Cook	4 Ferry Road	Beaufort	SC	29907
Marilyn	Cooler	59 James Byrnes	Beaufort	Sc	29907

Bonnie	Cooler	2535 Azalea Dr	Beaufort	SC	29902
Holly	Cordray	112 Oak To Dr	Beaufort	SC	29902
Charles	Counts	2532 Azalea Drive	Beaufort	SC	29902
Brenda	Covert	4 Maidencare Street	Bluffton	SC	29910
Daniel	Coyne	25B Harding Street	Beaufort	SC	29902
Kerri	Cuppia	125 Sunset Boulevard	Beaufort	SC	29907
George	Daughety	PO Box 549	St Helena	SC	29920
Tracy	Davidson	2412 Waddell Rd	Port Royal	SC	29935
AnnMarie	Davis	1 Duck Binding Way	Port Royal	SC	29935
Billy	Davis	223 Saw H Way	Beaufort	SC	29902
Richard	Davis	1 Shallowford	Beaufort	SC	29906
Monica	Dean	408 Dante Cirlice	Beaufort	SC	29906
Vernon	Deloach	1310 London avE	Port Royal	SC	29935
John	Dennis Jr	79 Lost Island Rd	Beaufort	SC	29907
Helen	Dill	54 Wade Hampton	Beaufort	SC	29907
Charlotte	DiOrio	426 Merritta Ave	Beaufort	SC	29902
Charlotte	DiOrio	426 Merritta Ave	Beaufort	SC	29902
Kathleen	Dixon	14 Mystic Circle	Beaufort	SC	29902
Don	Dixon	14 Mystic Circle	Beaufort	SC	29902
Candelaria	Dodge	6003 Greenpond Dr	Beaufort	SC	29906
Bruce	Doneff	2403 Pine Haven Street	Beaufort	SC	29907
Pete	Drumm	31 Winding Way	Beaufort	SC	29907
Ronald	Duckworth	30 Honeysuckle Lane	Beaufort	SC	29907
Jessica	Duke	2306 Mossy Oaks Rd	Beaufort	SC	29902
Adam	Duncan	3034 Huron Drive	Beaufort	SC	29902
Lori	Elliott	21 Mariners Ct	Port Royal	SC	29935
Cathy	Emmert	60 Cleveland Dr	Beaufort	SC	29906
Tiffany	English	20 Buck Rd	Beaufort	SC	29907
Esmerelda	Espinoza	12 Kensington Blvd	Bluffton	SC	29910
Hebert	Evans	19 Carolina Village Circle	Beaufort	SC	29906
Lori	Fabian	6008 Morning Mist Dr	Beaufort	SC	29906

Lanelle	Fabian	7048 LH Nelson Dr	Beaufort	SC	29906
Debra	Faulkner	40 Spardeen Street	Beaufort	SC	29907
Latoya	Fields	27 Johnny Morrall Cir Apt B1	Beaufort	SC	29902
Ellie	Floe	4036 Shell Point Rd	Beaufort	SC	29906
Thomas	Florio	2 Miller Dr West	Beaufort	SC	29907
Kristin	Forbes	395 Broad River Drive	Beaufort	SC	29906
Marissa	Foreman	PO Box 1265	Hardeeville	SC	29927
Craig	Forman	4 Ferry Drive	Beaufort	SC	29907
Amanda	Fraley	907 8th Street	Port Royal	SC	29935
Tanisha	Fripp	281 Midtown Dr Apt 104	Beaufort	SC	29906
Frank	Fu	7 High Dune	St Helena	SC	29920
Ed	Fu	913 15th Street	Port Royal	SC	29935
Mary	Fu	913 15th Street	Port Royal	SC	29935
Joseph	Fulgieri	820 Audusta Place	Beaufort	SC	29902
Chiquitta	Fultz	19 Carolina Village Circle	Beaufort	SC	29906
Shaneka	Galloway	97 Cuffy Rd	St Helena	SC	29920
Christi	Garcia	PO Box 4513	Beaufort	SC	29903
Mike	Garrison	16 Myrtle St	Beaufort	SC	29902
Roxanne	Garrison	16 Myrtle St	Beaufort	SC	29902
Pat	Garvin	604 Waight Street	Beaufort	SC	29902
Tammy	Gates	PO Box 4282	Beaufort	SC	29903
Joan	Giammona	6070 Vaux Road	Beaufort	SC	29906
Joyce	Glover	991 Dowlingwood Dr	Beaufort	SC	29902
Jessica	Gonzalez	542 Candida Dr	Beaufort	SC	29906
Katie	Gottschalk	2011 Cypress Street	Beaufort	SC	29906
John	Gould	9 Harborview Circle	Beaufort	SC	29907
Wayne	Grabenbauer Jr	1633 Paris Ave	Port Royal	SC	29935
Andrew	Grant Sr	70312 H Nelson Drive	Beaufort	SC	29906
Brandy	Gray	3 Lottery Lane	Port Royal	SC	29925
James	Gray	4 Lottery Lane	Port Royal	SC	29935
Bonnie	Green	2560 Azalea Drive	Beaufort	SC	29902

Sheila	Green	100 Ribaut Rd	Beaufort	SC	29901
Tina	Griggs	1002 Wilmington St	Beaufort	SC	29902
John Michael	Guillot	1009 9th Street	Port Royal	SC	29935
Sparkle	Habersham	130 Joppa Rd	Beaufort	SC	29906
Traci	Haddock	33 Priester Rd	Seabrook	SC	29940
Lisa	Hagland	240 Hitching Post Cres	Bluffton	SC	29920
Patricia	Haley	406 Bon Aire Circle	Beaufort	SC	29906
Megan	Haley	307 Battery Creek Road	Beaufort	SC	29902
Jennifer	Hampton	3 Moultrie Place	Beaufort	SC	29906
Nancy	Hansen	402 Battery Chase	Beaufort	SC	29902
Karen	Harris	420 Merritta Ave	Beaufort	SC	29902
Nancy	Harris Vista	29 Harbor River Dr	St Helena	SC	29920
Trinnette	Hartlay	110-B Winsor Rd	Beaufort	SC	29906
Amy	Heierman	1002 Cypress St	Beaufort	SC	29906
Charles	Heierman	1002 Cypress St	Beaufort	SC	29906
Kyle	Herle	88 Joe Frazier Rd	Beaufort	SC	29906
Elizabeth	Herring	314 Laurel Bay Road	Beaufort	Sc	29906
Angel	Higgins	13 Clarendon Rd	Burton	SC	29906
Anne	Hirschman	137 Chowan Creek Bluff	Beaufort	SC	29907
Troy	Hodges	55 Trotteng Hill Rd	Bluffton	SC	29910
James	Hooks	2306 Pine Court S	Beaufort	SC	29902
John	Howe	18 Merdian Road	Beaufort	SC	29907
Everett	Hudson	1002 Cypress St	Beaufort	SC	29906
Ronnie	Hudson	23 Gay Dr	Ladys Island	SC	29907
Amelia	Hughes	26 Oakwood Dr	Beaufort	SC	29907
Adea	Humphries	917 East Belleview Circle	Beaufort	SC	29902
Mike	Ingram	8 Dolphin Point Rd	Beaufort	SC	29907
Darlene	Jackson	127 Starshine Circle	Bluffton	SC	29910
Erin	Jaramille	21 Myrtle Street	Beaufort	SC	29902
Richard	Jennings	989 Mauldin Court	Beaufort	SC	29902
Graham	Jones	1010 11th Street	Port Royal	SC	29935

R Michael	Jones	1010 11th Street	Port Royal	SC	29935
Joshua	Jordan	29 Front Street	St Helena	SC	29920
Sabrina	Joye	909 8th Street	Port Royal	SC	29935
Martha	Joye	11 Walling Grove Rd	Beaufort	SC	29907
Carl	Joye III	15 Meridian Rd	Beaufort	SC	29907
B	Judge	PO Box 135	Seabrook	SC	29940
Margaret	Keelty	35 Kings Cross Ct	Beaufort	SC	29902
Harvey	Kelley	402 Broad River Drive	Beaufort	SC	29906
Latoshia	Kelley	80 White Pond Blvd	Beaufort	SC	29902
Johnny	Kelley	80 White Pond Blvd	Beaufort	SC	29902
Anita	Kent	47 Savannah Hwy	Beaufort	SC	29906
Zyad	Khalil	3 Faculty Drive	Beaufort	SC	29907
Lisa	Kindwall	18 Tabby Road	Beaufort	SC	29902
Clifford	King Jr	1610 Greenlawn Dr	Beaufort	SC	29902
Charisse	Kline-Cooper	45 Scipio Rd	Burton	SC	29906
Nan	Krueger	2509 Glendale Lane	Beaufort	SC	29902
Stacie	Lamb	910 Belleview Cir East	Beaufort	SC	29902
Shantal	Lambert	2707 Jones Ave	Beaufort	SC	29902
Jackie	Langford	PO Box 243	St Helena	SC	29935
Gregory	Lashley	55 Brickyard Point Road South	Beaufort	SC	29902
Susan	Lathup	7 Island West Ct	Bluffton	SC	29910
Charles	Ledford	32 Pine Rose Trail	Beaufort	SC	29907
Sharon	Legare	35 Battery Lane	Beaufort	SC	29902
Daniel	Lemieux	6 Ferry Drive	Beaufort	Sc	29907
Mary	Lemoine	1991 Colonial Ave	Beaufort	SC	29906
Paul	Linton	2238 Blatzers Blvd	Bluffton	Sc	29909
Kenneth	Long	43 Hewlett Road	Beaufort	SC	29907
Barbara	Macdermant	179 Spanish Point	Beaufort	SC	29902
Michelle	Mariano	104 Bon Aire Circle South	Beaufort	SC	29906
Patrick	Martone	121 Tomahawk Trail	Beaufort	SC	29920
John	Marvin, Jr	59 Savannah Hwy	Beaufort	SC	29906

Michael	Mastroberti	3002 Dogwood St	Beaufort	SC	29906
Jean	Mastroberti	3002 Dogwood St	Beaufort	SC	29906
Byrl	McCartney	716 17th Street	Port Royal	SC	29935
Mercedes	McClain	23 Lemoyne Drive	Beaufort	SC	299097
Patrick	McClam	10 Ladys Island Dr	Beaufort	SC	29907
Brenda	McClang-Merritt	1700 Preserve Ave West	Port Royal	SC	29935
Chris	McCown	121 Bon Aire Circle North	Beaufort	SC	29906
BJ	McCown	121 Bon Aire Circle North	Beaufort	SC	29906
Theresa	McHale	36 Pleasant Point Dr	Beaufort	SC	29907
Lori	McKinney	1612 Hampton Dr	Beaufort	SC	29906
Dot	McMahon	12 Katlyn's Way	Beaufort	SC	29907
Kathleen	Mcteer	1903 Darby Dr	Beaufort	SC	29902
Charles	Middleton Jr	PO Box 676	Lobeco	SC	29931
Betty	Milburn	4044 Shell Point Rd	Beaufort	SC	29906
Marty	Miley	PO Box 634	Beaufort	SC	29901
Sheila	Miley	PO Box 634	Beaufort	SC	29901
Holly	Mills	2403 Pine Haven Street	Beaufort	SC	
Barbara	Mixson	1003 Battery Creek Road	Beaufort	SC	29902
Caesar	Monna	13006 Gail Street	Beaufort	SC	29906
Sally	Moona	13006 Gail Street	Beaufort	SC	29906
Samantha	Morgan	106 North Bonaire Circle	Beaufort	SC	29906
Samantha	Morgan	106 North Bonaire Circle	Beaufort	SC	29906
Eric	Morris	92 Sams Pt Rd	Ladys Island	SC	29907
Carolyn	Morrison	2 Duck Blind Way	Port Royal	SC	29935
Henry	Murdaugh	PO Box 255	Beaufort	SC	29901
Andrea	Murdaugh	14 Lucerne Ave	Beaufort	SC	29905
Janet	Murray	5th Horseshoe	Beaufort	SC	29907
Brittany	Murray	19 Oakwood Dr	Beaufort	SC	29907
Michelle	Naar	10 Ladys Island Dr	Beaufort	SC	29907
Johnna	Neil	1509 Palmetto Sands Ct	Beaufort	SC	29902
Timothy	Newman	2605 Live Oak Drive	Beaufort	SC	29906

Mary Katherine	Nissen	1700 Preserve Ave West	Port Royal	SC	29935
Eugenia	Ogden	84 Bay Point Rd	St .Helena	SC	29920
Matt	O'Quinn	300 Battery Creek	Beaufort	SC	29902
William	Orem	21 Winding Way	Beaufort	SC	29907
Chris	Painton	78 White Pond Boulevard	Beaufort	SC	29902
Amy	Painton	78 White Pond Boulevard	Beaufort	SC	29902
Elizabeth	Pappas	1503 Paris Ave	Port Royal	SC	29935
Harriet	Parvin	905 15th Street	Port Royal	SC	29935
Mandy	Paulsen	123 North Bon Aire Circle	Beaufort	SC	29906
Amanda	Paulsen	123 North Bon Aire Circle	Beaufort	SC	29906
Johnny	Payne	32 Chloe Court	Ladys Island	SC	29907
Mylynda	Pender	646 Sams Point Rd	Beaufort	SC	29902
Jennifer	Pender	3004 Magnolia St	Beaufort	SC	29906
Denise	Perdue	4 Forest Cove	Hilton Head	SC	29928
Christian	Petersen	3004 Magnolia St	Beaufort	SC	29906
Jennifer	Petroff	104 Falls Rd	Beaufort	SC	29906
Teresa	Phillips	601 Broad River Dr	Beaufort	SC	29906
Jeff	Pinckney	131 Sunset Blvd	Beaufort	SC	29906
Virginia	Pinckney	131 Sunset Blvd	Beaufort	SC	29907
Mary Donna	Pinkston	834 Ribaut Rd	Beaufort	SC	29902
Marguerite	Plagge	23 Shipwright Circle	Port Royal	SC	29935
Rachel	Poovey	910 Duke Street	Beaufort	SC	29902
Heather	Potlenger	6014 Morning Mist Dr	Beaufort	SC	29906
Robert	Powell	127 Hermitage Rd	Beaufort	SC	29902
Clarence	Pritt Jr	6124 Vaux Rd	Beaufort	SC	29906
Kathy	Proudfort	1610 Columbia Dr	Beaufort	SC	29906
Carol	Purdy	47 Bridgewater Dr	Bluffton	SC	29910
Chuck	Quattlebaum	8 Eagle Trace	Ladys Island	SC	29907
Rena	Ragsdale	2301 Mcteer Circle	Beaufort	SC	29902
Anne Marie	Ray	1709 Prince Street	Beaufort	SC	29902
Kerri	Ray	583 Broad River Blvd	Beaufort	SC	29906

Mark	Reed	1 Hamilton Dr	Bluffton	SC	29909
MC	Reedy	14004 Lake Melton Street	Beaufort	SC	29906
Preston	Reedy Jr	27 Sunset Boulevard	Beaufort	SC	29907
Rose	Reedy Jr	14004 Lake Melton Street	Beaufort	SC	29906
Deborah	Reynolds	42 Arbor Victory Rd	Beaufort	SC	29907
Herold	Ribsskog	210 Burroughs Ave	Beaufort	SC	29902
Kimberly	Ribsskog	210 Burroughs Ave	Beaufort	SC	29902
William	Rice	12 Fly Catcher	Ladys Island	SC	29907
Connie	Rigdon	390 Magnolia Cluff Cirlce	Beaufort	SC	29902
Pamela	Rimer	61 Park Way	Beaufort	SC	29907
David	Rimer	61 Park Way	Beaufort	SC	29907
Peggy	Rivera	4005 Joann Street	Beaufort	SC	29906
Henry	Robertson	55 Savannah Hwy	Beaufort	SC	29906
Lorraine	Robertson	55 Savannah Hwy	Beaufort	SC	29906
Le'Adria	Robinson	44 Westgate Circle	Beaufort	SC	29906
John	Rocco	20 Colony Gardens Rd Apt 824	Beaufort	SC	29907
Rebekkah	Rogers	7051 Jefferson Dr	Beaufort	SC	29906
Charles	ROgers	7051 Jefferson Dr	Beaufort	SC	29906
RJ	Rooney	5th Horseshoe	Ladys Island	SC	29907
Sarah	Russell	7 Riverwind Dr	Port Royal	SC	29935
EM	Russell Jr	7 Riverwind Dr	Port Royal	SC	29935
John	Sanford	507 North Street	Beaufort	SC	29902
Barney	Seigler	138 Seigler Rd	Beaufort	SC	29940
Herschell	Sheperd	2500 Duke Street	Beaufort	SC	29902
Grant	Shirley	33 Cedar Point Dr	Beaufort	SC	29907
Marlo	Shissas	112 Spanish Point Drive	Beaufort	SC	29902
Tracy	Shouse	105 BonAire Circle North	Beaufort	SC	29906
Matthew	Sibley	7048 Roseida Rd	Burton	SC	29906
Connie	Simmons	370 Cedar Grove Circle	Beaufort	SC	29902
Tiffany	Simmons	2303 Mcteer Circle	Beaufort	SC	29902
Amanda	Simmons	20 King Charles Dr	Seabrook	SC	29940



Charles	Slade	6012 Morning Mist Drive	Beaufort	SC	29906
Amanda	Slade	6012 Morning Mist Drive	Beaufort	SC	29906
Amanda	Slade	2 Shipwatch Circle	Harbor Is.	SC	29920
Jennifer	Slade	6012 Morning Mist Drive	Beaufort	SC	29906
Sharlene	Smith	14007 Gail Street	Beaufort	SC	29906
Carol	Smith	14 Doe Drive	Beaufort	SC	29907
Ginger	Smith	34 West River Dr	Beaufort	SC	29907
Frank	Smith	34 West River Dr	Beaufort	SC	29907
Corry	Smith	3504 Morgan River Dr	Beaufort	SC	29907
Stephen	Smith	2700 Mossy Oaks Rd	Beaufort	SC	29902
Linda	Smith	2700 Mossy Oaks Rd	Beaufort	SC	29902
Alice	Sosdorf	2215 Salem Dr West	Beaufort	SC	29902
Lakisha	Spiegel	1800 Salem Rd Apt 5B	Beaufort	SC	29902
Caleb	Staberg	7 Marsh Hawk Dr	Beaufort	SC	29907
Teresa	Starling	22 Southern Magnolia Dr	Beaufort	SC	29907
Heather	Steele	460 Cedar Grove	Beaufort	SC	29902
Raymond	Stocks	808 King Street	Beaufort	SC	29902
Margaret	Stocks	808 King Street	Beaufort	SC	29902
Shauna	Strongcheck	30 Capehart Circle	Beaufort	SC	29906
Danny	Stroud	631 16th Street	Port Royal	SC	29935
Danny	Sutcliff	25 Fernwood Lane	Beaufort	SC	29907
Cat	Swanson	911 12th Street	Port Royal	SC	29935
Elizabeth	Szalai	8 Frances Davant	Beaufort	SC	29906
Stephen	Szalai	8 Frances Davant	Beaufort	SC	29906
Jackie	Szucs	2204 Pigeon Point Rd	Beaufort	SC	29902
Dan	Szucs	2204 Pigeon Point Rd	Beaufort	SC	29902
Michelle	Tavis	4 Sheppard Rd West	Beaufort	SC	29907
Katelyn	Thames	1805 Dolphin Row Dr	Beaufort	SC	29906
Susan	Thomas	125 Marsh Dr	Beaufort	SC	29902
David	Tilton	381 Tarpon Blvd	Fripp Island	SC	29920
Andy	Torrey	7032 Jefferson Dr	Beaufort	SC	29906

Kimberly	Torrey	7032 Jefferson Dr	Beaufort	SC	29906
Grace	Torry	50 Scipio Rd	Beaufort	SC	29906
Jennifer	Trimmier	907 15th Street	Port Royal	SC	29935
Robert	Trimmier	27 Katleyn's Way	Beaufort	SC	29907
Daniel	Turner	700 Preserve Ave	Port Royal	SC	29935
Ashley	Utsey	38 Fiddler Drive	Beaufort	SC	29907
Melissa	Voegeli	2210 Waddell Rd Unit 13	Port Royal	SC	29935
Dawn	VanGunday	1003 Mcteer Circle	Beaufort	SC	29902
Rocky	Waldorf	50 Meridian Road	Beaufort	SC	29907
Mary	Wallace	898 Magnolia Bluff Cir	Beaufort	SC	29906
Robert	Walters	23 Battery Lane	Beaufort	SC	29902
Druery G	Walters III	294 Perryclear Drive	Beaufort	SC	29906
Gina	Warner	450 Parris Island Gateway	Beaufort	Sc	29906
Laurie	Watts	1609 Acres Dr	Beaufort	SC	29902
Stephen	Wells	3024 Ratel Dr	Burton	SC	29902
Jennifer	Wells	5012 Dogwood St	Beaufort	SC	29906
Edward	William	38 Osminda Dr	Beaufort	SC	29907
Milton	Willis	1606 Columbia Ave	Port Royal	SC	29935
Shannon	Willis	22 Battery Lane	Beaufort	SC	29907
Hugh	Wilson	PO Box 2465	Beaufort	SC	29902
Mark	Wolfe	1 Wellena Ct	Beaufort	SC	29906
Bruce	Wyles	2 Shipwatch Circle	Beaufort	SC	29907
Kaye	Youngdahl	2306 Southside Blvd	Beaufort	SC	29902
Cathy	Zingrelli	102 Winsor Rd	Beaufort	SC	29906
Suzanne	Starkey	26 Petigru Drive	Beaufort	SC	29902
Joseph	Dunkle	1998 Pulaski Drive	Beaufort	SC	29906
Lisa	Eklund	66 Fairfield Rd.	Beaufort	SC	29907
Cyndy	Carr	23 Escamacu Circle	St Helena	SC	29920
Cindy	Lewis	103 West Cedar Road	St Helena	SC	29920
Tanice	Snyder	709 Shuri Drive	Beaufort	SC	29902
LaVonne	Thomas	21 Mum Grace	Beaufort	SC	29906

Elisa	Nix-Jones	275 Shanklin Road	Burton	SC	29906
Dolores	Parker	18 Brindlewood Drive	Beaufort	SC	29907
Alisha	Herlong	PO Box 134	Sheldon	SC	29941
James	Smith	2511 Waverly Way	Beaufort	SC	29902
Krystal	Little	117 Windsor Road	Beaufort	SC	29906
Selene	Santos	1107 West Street	Beaufort	SC	29902
Athenia	Frazier	215 Booker T. Washington	Yemassee	SC	29945
Sheryl	Mack	1174 Seaside Road	St. Helena	SC	29920
Mitchell	Carter-Heinzer	996 Katherine Court	Beaufort	SC	29902
Nandy	Fenelon	10 Stono Court	Beaufort	SC	29902
Nina	Lynn	103 Spann Circle	Seabrook	SC	29940
Shastenia	Allen	104 Delaney Circle	Seabrook	SC	29940
Patchanee	Cole	387 Acom Drive	Beaufort	SC	29906
Miguell	Ballate	42 Southern Magnolia	Beaufort	SC	29907
Ebony	Smalls	PO Box 673	Lobeco	SC	29931
Ashley	Hamilton	27 Morrall Drive	Burton	SC	29902
Paola	Mejia	1942 Thunderbolts Lance	Beaufort	SC	29906
Katherine	Day-Helmer	2213 Salem Drive West	Beaufort	SC	29902
Jennifer	Mader	1809 Hogarth Street	Beaufort	SC	29902
Carl J.	Woods	1412 Eagle Lane	Beaufort	SC	29906
Candelaria	Dodge	6003 Green Pond Drive	Beaufort	SC	29906
Andrew	Prather	57 James Byrnes Street	Beaufort	SC	29907
Shawn	Harris	32 Gazebo Drive	St. Helena	SC	29920
Charmaine	Inabinett	6 Saluda Way	Beaufort	SC	29906
Ebony	Singleton	2500 Duke Street Apt. A-8	Beaufort	SC	29902
Ashley	Jenkins	6 Stuart Street	Seabrook	SC	29902
Jonathan	Hutchinson	1732 Ford Ave.	Beaufort	SC	29902
Jackie	Murphy	80 Gannet Point Road	Beaufort	SC	29907
Yvonne	Adams	8 Maxine Ln	Beaufort	SC	29906
Rachel	Villalobos	904 Bellview Circle East	Beaufort	SC	29902
Teyonna	Bolden	2500 Duke Street Apt. C-7	Beaufort	SC	29902

Mary	Crosby	43 Prescott Road	Yemassee	SC	29945
Melinda	Ackerman	1116 Woodward Ave	Beaufort	SC	29902
Ashlee	Brown	75 Riverchase Blvd. Apt. 131	Beaufort	SC	29906
Tiffaney	Tibbetts	PO Box 4173	Beaufort	SC	29903
Wanda	Valdez	6 Lawing Drive	Beaufort	SC	29906
Berlynn R.	Simmons	325 Amborse Run Apt. 406	Beaufort	SC	29902
R.M.	Singleton	165 Goethe Hill Road	Beaufort	SC	29902
Trisha	Fripp	13 Sunrise Blvd.	Beaufort	SC	29907
Leslie	Harris	167 Coffy Road	St. Helena	SC	29920
Eve	Chandler	289 Midtown Dr., Apt. 103	Beaufort	SC	29906
Lela	Botelle	30 Wintergreen Drive	Beaufort	SC	29906
Jennifer	Bradshaw	1105 13th Street Apt. F	Port Royal	SC	29935
Gabriel	Lugo	826 Azalea Drive	Beaufort	SC	29906
Rhonda	Butler	656 Camellia Drive	Beaufort	SC	29906
Brandea	Middleton	45 Brindlewood DR.	Beaufort	SC	29907
Scott	Sampson	PO Box 1631	Beaufort	SC	29901
Kevin	Carey	2704 Smilax Ave.	Port Royal	SC	29935
Paula	Butler	94 Spearmint Circle	Beaufort	SC	29906
Amy	Thompson	122 Green Winged Teal	Beaufort	SC	29907
Cortney	Guinn	121 Dak To Drive	Beaufort	SC	29902
Cortney	Pottenger	6014 Morning Mist Dr	Beaufort	SC	29906
Craig	Katzaman	597 Aster Street	Beaufort	SC	29902
Sonya R.	Singleton	16 Bear Swamp Road	Seabrook	SC	29940
Tonya	Singleton	16 Bear Swamp Road	Seabrook	SC	29940
Andy	Banks	17 James F. Brynes Stree	Beaufort	SC	29907
Ashley	Ford	PO Box 515	Lobeco	SC	29931
Laura	Page	27 Cedar Creek Circle	Beaufort	SC	29906
Belen	Almonte	1876 Sidewinder Street	Beaufort	SC	29906
Shonell	Jenkins	47 Poppy Hill Road	Burton	SC	29906
Trena	Johnson	43 Westminster Place	Beaufort	SC	29907
Rebecca	Lapp	1150 Okatie Park Circle E	Ridgeland	SC	29936

Serina	Forte`	701 Battery Creek Road	Beaufort	SC	29902
Arthur	Taylor	78 Shadow Moss Drive	Beaufort	SC	29906
Eliazar	Hernandez	1326 Albatress Drive	Beaufort	SC	29906
Brittany	Gomber	500 Preserve Ave E. 5306	Port Royal	SC	29935
Charlene	Holmes	10 Firebranch	Beaufort	SC	29906
Jenny	Kushneriet	3046 Huron Drive	Beaufort	SC	29902
Brooke	Jenkins	6 Peytons Way	Beaufort	SC	29907
Kimberly	Fien	657 Camellia Drive	Beaufort	SC	29906
Lena	Dinh	9 Kings Cross Court	Beaufort	SC	29902
Sarah	Wiley	35 Mint Farm Drive	Beaufort	SC	29906
Erica	Stassfort	32 Ardmore Ave	Beaufort	SC	29907
Amelia	Hughes	10 Chole's Way	Beaufort	SC	29907
Tracy	Goucher	3034 Ratel Circle	Beaufort	SC	29906
Ashley	Hildreth	7 Needlerush Court	Beaufort	SC	29907
Carole B.	Herring	7613 Patterson Road	Bluffton	SC	29906
Henriette	Huybregts	PO Box 1665	Beaufort	SC	29901
Jaimee	Sorlie	3 Mount Grace	Beaufort	SC	29906
Kimberly	Parris	12 Bradford Court	Beaufort	SC	29902
Tim	Brown	1406 Battery Creek Road	Beaufort	SC	29902
Andre	Delbos	225 Blakers Blvd.	Bluffton	SC	29909
Christy	Levitt	9 River Place	Beaufort	SC	29906
Kristie	Blankenship	200 Nicavagera Street	Beaufort	SC	29902
Sara	McGowan	34 Planters Circle	Beaufort	SC	29907
Sharon	Rourk	49 Shanklin Road	Beaufort	SC	29906
Timothy	Lovett	2905 Waters Edge Court	Beaufort	SC	29902
Christie	McGlinn	16 Dove Street	HHI	SC	29928
Christopher	Bridges	19 Hidden Lakes Lane	Bluffton	SC	29910
Shantal	Lambert	2707 Jones Ave	Beaufort	SC	29902
Frankie M.	Singleton	PO Box 636	St. Helena	SC	29920
Mark	Scoggins	88 Pelican Circle	Beaufort	SC	29906
Kim	Durham	130 Meridian Road	Beaufort	SC	29907

Angela	Davis	4392 Pinewood Circle	Beaufort	SC	29906
Sean	Bowdren	11 Marley Drive	Burton	SC	29906
Monett	Greene	270 Circle Road	Hampton	SC	299245
Tammie	Britton	8 Eagle Trace Ct.	Beaufot	SC	29907
Karen	Robertson	16 Maple Oaks Lane	Seabrook	SC	29940
Brandon	Lambert	2707 Jones Ave	Beaufort	SC	29902
Edward	Aughtman	PO Box 564	Lobeco	SC	29931
Meagan	Speegle	5 John Davis Court	Beaufort	SC	29902
Edward	Sisselberger, Jr.	1100 Preserve Ave., Apt. 1123	Port Royal	SC	29935
Thomas	Mcteer	1903 Darby Dr	Beaufort	SC	29902
Lisa	Haglund	240 Hitching Post Cres	Bluffton	SC	29910
Amy	Giglio	2267 Blakers Blvd.	Bluffton	SC	29909
Alana	Willis	PO Box 2405	Beaufort	SC	29901
Russ	Fieldse	241 De la Gra	Beaufort	SC	29902
Raymond	Horn	401 Parris Island Gateway	Beaufort	SC	29906
Earnest	Johnson	145 Dulamo Road	St. Helena	SC	29920
Kevin T.	Ragsdale	113 Fort Marion Road	Beaufort	SC	29902
Joey	Morris	PO Box 896	St. Helena	SC	29920
James O.	Travis	1112 Palmetto Point	Beaufort	SC	29902
Jackie	Pender	985 Edith Lane	Beaufort	SC	29902
Jonnie	Haldt	800 Jane Way	Beaufort	SC	29902
Talby	Gampo	2707 Smilax Avenue	Port Royal	SC	29935
Wayne	Blankenship	PO Box 36	Sheldon	SC	29941
Zach	Black	54 Brannon Point Drive	Okatie	SC	29909
Anna	Angelo	9 Miller Drive West	Beaufort	SC	29907
Kenneth	Taylor	4353 Pinewood Circle	Beaufort	SC	29906
Rick	McElveen	95 Walling Grove Road	Beaufort	SC	29902
Amanda	Paulsen	123 North Bon Aire Circle	Beaufort	SC	29906
Lisa	Donato	289 Broad River Road	Beaufort	SC	29906
Andre	Donato	289 Broad River Road	Beaufort	SC	29906
Lori Jo	McKinney	1612 Hampton Dr	Beaufort	SC	29906

Rose	Hardy	25 Rockville Way	Beaufort	SC	29902
Misty	Shipley	2227 Trask Parkway	Seabrook	SC	29940
Amy	Roberts	15 Old Barn Road	Beaufort	SC	29907
Candace	Brasseur	509 Hamar	Beaufort	SC	29902
Kelly	McCombs	27 Barmwell Drive	Beaufort	SC	29907
Anthony D.	Burris	10 Self Storage Drive	Beaufort	SC	29906
Katherine	Rackowski	1992 Pulaski Drive	Beaufort	SC	29906
Demetrius	Mitchell	20 Island Tank Road, #33	Beaufort	SC	29906
Clinton	Miller	2201 B.E. Wheatley Drive	Beaufort	SC	29902
Elizabeth	Jackson	1607 Ritter Circle	Port Royal	SC	29935
Marabeth	Gozman	741 Nak Tong Drive	Beaufort	SC	29902
Tabatha	Carlise	904 Madrid Ave.	Port Royal	SC	29935
Carl	Joye	15 Meridian Rd	Ladys Island	SC	29907
Keesha & Mark	Bonds	1456 Tickton Hall Road	Ridgeland	SC	29936
Amanda	Posey	1501 C London Ave.	Port Royal	SC	29935
Sasanne	Baisch	1109 Laurel Street	Port Royal	SC	29935
Jasmine	Connelly	42 Huspah Drive	Seabrook	SC	29940
Whitney	Bowen	111 Stuart Town Road	Beaufort	SC	29902
Tina	Ashmore	1908 Royal Palms Road	Beaufort	SC	29906
Joy	Thayer	16 Harvest Lane	Beaufort	SC	29907
Myunghee Kim	Nelson	2604 Live Oak Circle	Beaufort	SC	29902
Susan	Morgan	15 Doe Drive	Lady's Island	SC	29907
Anastasia	Rising	10 Shipwright Ct	Beaufort	SC	29935
Adrian	Bell	12 Thomas Sumter St	Beaufort	SC	29907
George	Holden	2201 Boundary St #304	Beaufort	SC	29902
Marta	Fosberry	84 Petigru Dr.	Beaufort	SC	29902
Ronald	Wise	415 Eddings Pt. Rd.	St. Helena	SC	29920
Robert	Pogachnick	1405 BB Sams Court	St. Helena	SC	29920
Aubrey	Leaver	1808 Enduring Freedom Pkwy.	Beaufort	SC	29906
Jennifer	Cruz	30 Shadow Moss Dr	Beaufort	SC	29906
Jennifer	Olson	609 Ashdale Dr	Beaufort	SC	29907

Cheryl	McClune	8A Wade Hampton Dr	Beaufort	SC	29907
Betty Jean	Holmes	121 Ernst Dr	St Helena	SC	29920
Freddie	Martinez	6 Purrysburg	Beaufort	SC	29907
Doris	Clifton	2004 Stone Master Dr	Beaufort	SC	29902
John	Lubkin	4 Butterfield	Beaufort	SC	29907
Yucel	Henderson	602 McKee Rd	Beaufort	SC	29907
Judy	Esposito	17 Francis Marion Circle	Ladys Island	SC	29907
Sam	Stevens	9 William St	Beaufort	SC	29907
Cortney	Cadien	2716 Oaklawn St	Beaufort	SC	29902
Lillian	Formen	1800 Salem Rd, 4D	Beaufort	SC	29902
Jodi	Herrman	409 Waight St	Beaufort	SC	29902
Michele	Borreggine	12 Long Pond Dr	Beaufort	SC	29907
Seda	Shook	1009 Mastelidane Rd	Beaufort	SC	29902
DeAnna	Holmes	73 Red Tip View	Hilton Head	SC	29926
Megan	Howe	1113 Emmons St	Beaufort	SC	29902
Sherri	Hightower	93 Ashton Dr	St Helena	SC	29920
Jim	Denton	6 Pleasant Place Court	Beaufort	SC	29907
Julie	Baucher	15 Robin Way	Beaufort	SC	29907
Allison	Pirog	114 Prescott Dr	Beaufort	SC	29902
John	Salazar	9 Fourth Ave	Bluffton	SC	29910
Debra	Graf	907 12th St	Port Royal	SC	29935
Juanita	Villena-Alvarez	2503 Stratford Ln	Beaufort	SC	29902
Maria	Kramer	3 Traymore Place	Bluffton	SC	29910
Monica	Williams	1052 Lowcountry hwy	Yemassee	SC	29945
Denise	Boswell	27 Cedar Crest Circle	Beaufort	SC	29907
Nick	Borreggine	12 Long Pond Dr	Beaufort	SC	29907
Deanna	Borreggine	9 Webb Way	Beaufort	SC	29907
Michael	Brasseur	509 Hamar St	Beaufort	SC	29902
Stephanie	Lane	30 Petigru Dr	Beaufort	SC	29902
Ted	Bing	23 Benyumin Smalls	Seabrook	SC	29940
Ann	Olivarri	114 Green Winged Teal Dr. N.	Beaufort	SC	29907



Len	Doe	7057 Roseida Rd	Burton	SC	29906
Scott	Bingham	895 Broad River Dr.	Beaufort	SC	29906
Rachel	Loomis	101 Palmer Lane	Beaufort	SC	29902
Denise	Dounial	2301 Mossy Oaks Rd.	Beaufort	SC	29902
S Peyton	Kitchen	1 Springfield Rd	Beaufort	SC	29907
Wayne	Grabenbauer Jr	1633 Paris Ave	Port Royal	SC	29935
Gary	Lazzo	1010 14th St	Port Royal	SC	29935
Pamela	Anderson	908 A 16th St	Port Royal	SC	29935
Jennifer	Morrison	1005 10th St	Port Royal	SC	29935
Kersty	Kinsey	1602 Camellia Rd	Beaufort	SC	29902
Brenda	Taylor	3039 Badgers Bend	Beaufort	SC	29902
Debbie	Steegall	126 Jasmine Hall Rd	Seabrook	SC	29940
Shawn	Hardage	2405 Pine Ct South	Beaufort	SC	29902
James	Jarrell	1255 Two Sisters Farm	Varnville	SC	29944
Amy	Giglio	2267 Blakes Blvd	Bluffton	SC	29909
Jennifer	Kizer	2251 Blakers Blvd	Okatie	SC	29909
Mellisa	Horton	10 Buck Rd	Beaufort	SC	29907
Robyn	Mark	21 Bajala Dr. W.	Beaufort	SC	29907
Scott	Norton	114 Oaksdale Dr	Bluffton	SC	29910
Debra	Shepard	118 Oaksdale Dr.	Bluffton	SC	29910
Sally	McCroskey	121 Oaksdale Dr.	Bluffton	SC	29909
Renee	Keller	2253 Blakers Blvd	Bluffton	SC	29909
Larry	Clark	124 Oaksdale Dr.	Bluffton	SC	29909
Sean	Varley	135 Oaksdale Dr.	Bluffton	SC	29909
Melissa	Blackwell	138 Oaksdale Dr.	Bluffton	SC	29909
Jacqueline	Walsh	190 Cottonfeild Lane	Bluffton	SC	29910
Alice	Miller	706 Field Planters Lane	Bluffton	SC	29910
Matt	Green	174 Old Pond Rd	Bluffton	SC	29910
Richard	Kilgore	3097 Heron Dr	Beaufort	SC	29902
Larry	Beckler	175 Blythe Island Dr	Bluffton	SC	29910
Patty	Kennedy	101 Hancock St	Beaufort	SC	29902

Hilary	Wilder	1507 Aster St	Beaufort	SC	29902
Ronnie	Reiselt	PO Box 2293	Beaufort	SC	29901
Aemee	Parrott	4 Big Leaf Bend	Beaufort	SC	29907
Candess	Moran	813 15th St	Port Royal	SC	29935
Joseph	Moran	813 15th St	Port Royal	SC	29935
Jeff	Pinckney	95 Rose Island Rd	St Helena	SC	29907
Randy	Brown	5046 Hwy 278	Barnwell	SC	29812
Kevin	Mears	1501 Ivy Lane	Beaufort	SC	29902
Bonnie	Green	2560 Azalea Drive	Beaufort	SC	29902
Lori	Lanier	1612 Aster St	Beaufort	SC	29902
Jennifer	Snider	225 Black Skimmer Dr W	Beaufort	SC	29907
Candyce	Hubbs	60 Pelican Circle	Beaufort	SC	29906
Joshua	Henderson	1107 13th St	Port Royal	SC	29935
Joy, Earl	Bercide	4 Binaker Court	Beaufort	SC	29902
Tom	Zeller	3 Bob Whit Ct	Ladys Island	SC	29907
Julie	Rast	13 Brickyard Hills Dr	Beaufort	SC	29907
Amy	Pinckney	95 Rose Island Rd	St Helena	SC	29920
Emily	Moore	24 White Dogwood Rd	Ladys Island	SC	29907
Natasha	Butler	11 Bent Oak Road	Beaufort	SC	29907
Erin	Everette	115 Winding Oak Dr	Okatie	SC	29909
Modena	Trejo	64 Rivershill Rd	Burton	SC	29906
Veronica	Stephens	7 Gay Dr	Beaufort	SC	29907
Alyson	Wiggins	28 Stuart Town Ct	Beaufort	SC	29902
Sherri	Lance	501 Island Pines	Port Royal	SC	29935
Joshua	Richardson	5 Kings Cross Court	Beaufort	SC	29902
Heather	Bogges	1618 Battery Creek Road	Beaufort	SC	29902
Dyana	Connelly	47 Hickory Hill Road	St. Helena	SC	29920
LaTisha Diaz	Fook	4 Chesterfield Drive	Beaufort	SC	29902
Andrea	Derrick	5 Butterfield	Beaufort	SC	29907
Sarah	Davis	975 Sea Island Parkway	Beaufort	SC	29920
Laura	Kneebone	1 Tuxedo Drive	Beaufort	SC	29907

Brandon	Van Dee	127 Fuller Street	Beaufort	SC	29902
Sally	Smith Deas	901 15th Street	Port Royal	SC	29935
Andrea	Stevens	113 Meridian Road	Ladys Island	SC	29907
Rebecca	Hanlon	129-B Old Jericho Road	Beaufort	SC	29902
Aimee	McNeel	1989 Bengals Blvd.	Beaufort	SC	29906
Randa	Hernandez	1830 Enduring Freedom Pkwy.	Beaufort	SC	29906
Fred	White	2518 Acorn Hill Ave.	Beaufort	SC	29902
Shannon	Greirson	1210 Richmond Ave.	Port Royal	SC	29935
Rebekah	Brown	813 12th Street	Port Royal	SC	29935
Jennifer	Jones	728 Guam Circle	Beaufort	SC	29902
Erick	Pineor	1558 Nautical Chart Drive	Charleston	SC	29414
Mikka	Dalton	1602 Edinborough	Port Royal	SC	29935
Ciera	Wright	1810 Duke Street	Beaufort	SC	29902
Elizabeth	Mitchum	2210 National Street	Beaufort	SC	29902
Steven	Kuehner	20 Colony Gardens Rd Apt 211	Beaufort	SC	29907
Lindsey	Summitt	1351 Cardinal Lane	Beaufort	SC	29906
Bob	Cunningham	107 Coosaw Club	Beaufort	SC	29907
Kevin	Swing	11 Rivers Court	Ladys Island	SC	29907
Denice	Lacey	111-A Ballard Circle	Beaufort	SC	29902
Linsdsay	Roberts	81 Pritchard Farms Road	Bluffton	SC	29910
Joy	Patterson	1711 West Paris Ave.	Port Royal	SC	29935
Ann Marie	Adams	PO Box 334	Port Royal	SC	29935
Shannon	Smith	PO Box 321	Seabrook	SC	29940
Melissa T.	Fox	3035 Mink Point Blvd.	Beaufort	SC	29902
Whitney	LeWallen	411 Elderberry	Beaufort	SC	29906
Abbey	Winters	173 Brickyard Point Road N	Beaufort	SC	29907
Mike D.	McCaskey	48 Pelican Circle	Ladys Island	SC	29907
Michelle	Dougherty	1611 Ivy Lane	Beaufort	SC	29902
Tisha	Gregor	38 Cedar Lane	Seabrook	SC	29940
Yvette	Corral	1946 Thunderbolts Lane	Beaufort	SC	29906
Maho	Marakami	368 Aspen Street	Beaufort	SC	29906

Diane	Cook	4025 Shadow Moss Drive	Beaufort	SC	29906
Lavonia	Bryan	15 Kennedy Circle	Burton	SC	29906
Kayla	Crouse	1712 West Paris Ave. 17	Port Royal	SC	29935
Ronald	Ball, Jr.	10 Landon Way	Beaufort	SC	29906
Laurel	Rhoten	24 Christine Drive	Beaufort	SC	29907
Jamie	Lewis	807 12th Street	Port Royal	SC	29935
Donald	Webb	2 Marsh Drive	Beaufort	SC	29907
Beth Anne	Cavero	234 Serpan Street	Beaufort	SC	29902
Danny	Maldonald	44 Vanita Drive	Beaufort	SC	29906
Sandra	Bayne	9 Egret Drive	Ladys Island	SC	29907
Vonetta	Williams	88 Bull Corner Road	Yemassee	SC	29945
Buddy	Burre	1617 West Paris Ave.	Port Royal	SC	29935
Debra	Mendenhall	11 Tammy Lane	Beaufort	SC	29906
Jessica	Sanders	143 Sugarloaf Street	Beaufort	SC	29903
Ashley	Williams	430 Brickyard Point	Ladys Island	SC	29907
Jeremy	Haller	62 Stuart Point Road	Seabrook	SC	29940
Jeanel	Johnson	23 Brindlewood	Beaufort	SC	29907
Vivian	Scoville	19 Tucker Ave.	Beaufort	SC	29907
Dawn	Van Gundy	1003 Mcteer Circle	Beaufort	SC	29902
Melena	Reaves	PO Box 2445	Beaufort	SC	29901
Shari	Smith	19 Ihly Road	Beaufort	SC	29906
Josephine	Willis	1606 Columbia Ave	Port Royal	SC	29935
Ericki	Heape	3 Sunset Bluff	Beaufort	SC	29907
Jason	McKinley	902-A 16th Street	Port Royal	SC	29935
Myrtle	Smith	2002 Cutbert Street	Beaufort	SC	29902
Barbara	Nicely	77 White Pond Blvd.	Beaufort	SC	29902
Amy	Hoecht	10 Paul Heyward Drive	Ladys Island	SC	29907
Melanie	Gallion	17 Hester Lane	Beaufort	SC	29907
Sandra	White	1905 Old Shell Point Road	Port Royal	SC	29935
Mary	Masheke	14 Garden Grove Court	Beaufort	SC	29907
Wendy	Sampson	14 Egret Drive	Beaufort	SC	29907

Mary	Holley	3 Duck Blvd. Way	Port Royal	SC	29935
Laura	Kling	22 Pelican Circle	Beaufort	SC	29906
Carrie	Freeman	64 Tuscarora Ave.	Beaufort	SC	29907
Lowaine	Moss	2 Royal Pines Blvd.	Beaufort	SC	29902
Latecia	Smith	6 Avalon Drive	Beaufort	SC	29907
Roddrick	Fields	PO Box 375	Seabrook	SC	29940
Catherine	Thomas	14 Buck Road	Beaufort	SC	29907
Erika	Jones	14 Star Magnolia Ct.	Beaufort	SC	29907
Jessica	Farley	20 Sauls Drive	Beaufort	SC	29906
Patricia	Maichel	12 Chipps Lane	Beaufort	SC	29907
Kim	Gardner	10 Hilda Ave.	Beaufort	SC	29907
Ileah D.	Hayes	11 Stellata Lane	Beaufort	SC	29907
Jennifer	Mullen	73 Walling Grove Road	Beaufort	SC	29907
Robert	Langford	74 Tuscarona Ave.	Beaufort	SC	29907
Jennifer	Padilla	103 Joppa Road	Beaufort	SC	29906
Stephanie	Sexton	311 Cottage Farm	Beaufort	SC	29902
Wayne	Gry	30 Partnership Circle	Beaufort	SC	29907
Katharine C.	Harrelson	18 Jasper Lane	Beaufort	SC	29907
Jessica	Mullen	50 Garden Grove Ct.	Beaufort	SC	29907
Sara	Sampson	2240 Blakent Blvd.	Bluffton	SC	29905
Jessica	Chapman	24 Star Magnolia Drive	Beaufort	SC	29907
Nathaniel	Booker	1 Lemonyne Drive	Beaufort	SC	29907

**Appendix 3**  
**Student Enrollment Projections**

<u>Grade</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
K	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80
1 <sup>st</sup>	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80
2 <sup>nd</sup>	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80
3 <sup>rd</sup>	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80
4 <sup>th</sup>	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80	4x20=80
5 <sup>th</sup>	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80	4x20=80
6 <sup>th</sup>	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80	4x20=80

7 <sup>th</sup>	0	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80	4x20=80
8 <sup>th</sup>	0	0	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60	4x20=80
9 <sup>th</sup>	0	0	0	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60	3x20=60
10 <sup>th</sup>	0	0	0	0	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60	3x20=60
11 <sup>th</sup>	0	0	0	0	0	2x20=40	2x20=40	2x20=40	3x20=60	3x20=60
12 <sup>th</sup>	0	0	0	0	0	0	2x20=40	2x20=40	2x20=40	3x20=60
Total # of Students	360	440	520	600	680	760	840	880	920	960

\* Numbers under years represent: # of classes x # of students = total for each grade level

*Appendix 4*  
*Academic Standards*

South Carolina Common Core Standards

The Common Core State Standards (CCSS) for English Language Arts and for Mathematics were adopted by South Carolina as its standards in English Language Arts and Mathematics in July of 2010. The standards will be fully implemented in school year 2014-15 as outlined in the following table:

<b>School Year</b>	<b>Implementation Phase</b>
2011-12	Transition Year
2012-13	Transition Year
2013-14	Bridge Year (CCSS will be used for instructional purposes during this school year.)
2014-15	Full Implementation



# Appendix 5 School Calendar



## 2012-2013 Academic School Calendar Battery Creek, Beaufort and Whale Branch Cluster Schools



JULY 2012							AUGUST 2012							SEPTEMBER 2012							OCTOBER 2012						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
8	9	10	11	12	13	14	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
15	16	17	18	19	20	21	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
22	23	24	25	26	27	28	26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31				
29	30	31											30														

NOVEMBER 2012							DECEMBER 2012							JANUARY 2013							FEBRUARY 2013						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
				1	2	3						1			1	2	3	4	5						1	2	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28		
							30	31																			

MARCH 2013							APRIL 2013							MAY 2013							JUNE 2013						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
					1	2	7	8	9	10	11	12	13				1	2	3	4							1
3	4	5	6	7	8	9	14	15	16	17	18	19	20	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	21	22	23	24	25	26	27	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	28	29	30					19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30								26	27	28	29	30	31	23	24	25	26	27	28	29	
31																					30						

Aug 13-17-**No school-Staff Development**  
 Aug 20- **First day school for students**  
 Aug 29-Sep 21 **MAP Fall** (Grades 2-8)  
 Sept 3- **No school-Labor Day**  
 Sept 21- **Progress Reports** (sent home)  
 Sept 24-Oct 12 - **Primary MAP Fall** (Grades K-1)  
 Oct 22 - **Last day of 1<sup>st</sup> quarter**  
 Oct 23- **HSAP Fall ELA** (Day 1)  
 Oct 24- **HSAP Fall ELA** (Day 2)  
 Oct 25- **HSAP Fall Mathematics**  
 Oct 25-**Report cards** (sent home)  
 Oct 26 **No School-Parent Conference Day**  
 Oct 29-Nov.2 -**Extended Learning Time**  
 Nov 6-**No School Election Day**  
 Nov 21-23 - **No school-Thanksgiving Break**  
 Nov 26-Dec19-**MAP Winter** (Grades K-8)  
 Dec 7- **Progress Reports** (sent home)  
 Dec 21- **Weather make-up days if needed**  
 Dec 21-Jan 1- **No school-Winter Break**

Dec 24-Jan 1 **District Closed**  
 Jan 2- **Students return to school**  
 Jan 3-Jan16 **EOCEP Fall/ Winter** (Grades 8-12, Adult Ed)  
 Jan 17- **Last day of 2<sup>nd</sup> quarter**  
 Jan 18- **No school-Staff Development**  
 Jan 21 - **No school-Dr. Martin L. King, Jr. Day**  
 Jan 25- **Report Cards** (sent home)  
 Feb 15- **No school Staff Development (weather make-up)**  
 Feb 18- **No school-Staff Development**  
 Feb 20-Mar 6 **STAR Winter** (Grades 2-5)  
 Feb20-Mar 12 **ELDA Spring** (Grades K-12)  
 Mar 1- **Progress Reports** (sent home)  
 Mar 4- Apr 26- **SC Alternate Assessment** (SC- Alt)  
 Mar 18-22-**Child Find Screening** (Pre-Kindergarten)  
 Mar 19-20- **PASS Spring** (Writing)  
 Mar 26- Apr 30- **MAP Spring** (Grades K-8)  
 Mar 27- **Last day of 3<sup>rd</sup> quarter**  
 Mar 28- **Report Cards** (sent home)  
 Mar 29 - **Good Friday No school**  
 Apr 1-5 -**Extended Learning Time**

Apr 8 -**Students return to school**  
 Apr 16 **HSAP Spring ELA** (Day 1)  
 Apr 17 **HSAP Spring ELA** (Day 2)  
 Apr 18 **HSAP Spring Mathematics**  
 May 3-**Progress Reports** (sent home)  
 May 7-10 - **PASS Spring** (ELA, Mathematics, Science, Social Studies, Grades 3-8)  
 May 21- Jun 4- **EOCEP Spring** (Grades 8-12, Adult Ed)  
 May 27- **No school-Memorial Day**  
 Jun 7 **Students' last day/early dismissal, Report Cards**  
 Jun 10 **No school-Staff Development -weather make-up**  
**Graduation Dates for High Schools**  
 June 3 **Hilton Head High School**  
 June 4 **Bluffton High School**  
 June 5 **Battery Creek High School**  
 June 6 **Beaufort High School**  
 June 7 **Whale Branch Early College High School**

	Full day for students		No school for students		First day back for students		Early dismissal for students		Weather make-up day, if needed		In-service day for school staff		Extended Learning
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*Appendix 6*  
*Virtual Management Agreement*

Not Applicable.

*Appendix 7*  
*Five Year Projected Budget*  
*Assumptions*

**GRADE SPAN & ENROLLMENT**

- 1 20:1 Student to Teacher Ratio.
- 2 Increasing one grade each year (80 students).

**SDE PER PUPIL**

- 3 \$5,262.00 Unweighted Per Pupil as provided by SDE.

**ANNUAL EFA**

- 4 \$5,262.00 Unweighted Per Pupil maintained each of the 5 years.
- 5 Per SDE, 5% of students classified SP and 5% classified LD each of the 5 years.

**REVENUE**

- 6 LINE 3: EFA funding drawn directly from calculation sheets.
- 7 LINE 5: Implementation Grant at the allocation amounts in the most current RFP (September 2, 2011); Evidence that the projected funds are likely to be received is stated in application narrative.
- 8 LINE 8: USDA Reimbursement formula (in cell) provided by SDE (Office of Health & Nutrition).

9

**10 EXPENSES *Expenses based on Historical Data annotated with "HD"***

- LINE 13: \$39,000.00 average annual salary with a 2% annual increase.
- 11 Number of teachers each year: 19, 24, 29, 34, 39. Number of TA's each year: 3, 4, 4, 4, 4.
- LINE 15: Based on the premiums in the 2012 Insurance Benefits Guide and HD; \$350.00 average per month with a 3% annual increase.
- 12
- 13 LINE 16: 5% Employer match private plan.
- 14 LINE 17: IRS rate of 7.65%
- 15 LINE 18: SC Department of Employment & Workforce tax rate of .034 of \$12K for each employee.
- 16 LINE 19: Drawn from Insurance Estimate provided in the application narrative.

- 17 LINE 20: Art 110 days @ \$150.00 per day; Music 110 days @\$150.00 per day.  
 LINE 21: \$200.00 per student + \$15K Year 1; \$200.00 per student +25K Year 2; \$200.00 per student Year 3;
- 18 \$225.00 per student +\$25K Year 4 - 5.
- 19 LINE 22: Textbooks to be provided by SDE; Expense is damage & replacement cost.  
 LINE 23: 18 classrooms x \$7K + \$25K Year 1; 22 classrooms x \$7K + \$25K Year 2; 4 classrooms x \$7K + \$30K Year 3;
- 20 4 classrooms x \$7K + \$40K Years 4 - 5.  
 LINE 24: 25 Desk Top x \$800, 34 Laptop x \$1,000 Year 1 and 2; 25 Laptop x \$1,000 Year 3; \$25K Replace/Upgrade  
 Year 4; \$50K Replace/Upgrade Year 5.
- 21 LINE 25: \$40,000.00 average annual salary with a 2% annual increase.  
 Number of EC teachers each year: 1, 1, 2, 2, 2.
- 22 LINES 26 - 30: Consistent with Payroll Liabilities of Lines 15 - 19.
- 23 LINES 31 - 33: HD
- 24 LINE 35: \$40,000.00 average annual salary with a 2% annual increase.  
 Number of Guidance Counselors each year: 1, 1, 2, 2, 2.
- 25 LINES 36 - 40: Consistent with Payroll Liabilities of Lines 15 - 19.  
 LINE 41: \$34,000.00 average annual salary with a 2% annual increase.
- 26 Number of Nurses each year: 1, 1, 1.5, 1.5, 1.5.
- 27 LINES 42 - 46: Consistent with Payroll Liabilities of Lines 15 - 19.
- 28 LINE 47 - 52: HD
- 29 LINE 53: Drawn from Insurance Estimate provided in the application narrative with a 3% annual increase.
- 30 **EXPENSES (continued) *Expenses based on Historical Data annotated with "HD"***
- 31 LINE 54: \$70,000.00 average annual salary with a 2% annual increase.
- 32 LINE 55: \$60,000.00 average annual salary with a 2% annual increase.
- 33 LINE 56: \$27,000.00 average annual salary with a 2% annual increase.
- 34 LINES 57 - 61: Consistent with Payroll Liabilities of Lines 15 - 19.
- 35 LINES 62 -63: HD  
 LINE 64: \$10K copier lease + 10K furniture Year 1; \$10K copier lease + \$20K copier purchase + \$5K furniture Year 2;  
 \$10K copier lease + \$10K maint Year 3 - 4; \$10K copier lease + \$20K copier purchase + \$10K maint Year 5.
- 36 LINE 65: 5 computers x \$700 + \$1,500 Year 1 & 2; 3 computers x \$700 + \$2,900 Year 3; \$5K maintenance Years 4;  
 \$20K Replace/Upgrade Year 5.
- 37 LINE 66: \$125.00 per student Year 1; Same rate discounted Years 2-5.
- 38

- 39** LINES 67 - 70: HD
- 40** LINE 71: Drawn from Insurance Estimate provided in the application narrative with a 3% annual increase.
- 41** LINE 72: \$2.7M note; 5.5% interest; 30 years.
- 42** LINES 73 - 76: HD
- 43** LINE 77: Contingency expense based on HD.
- 44** LINE 78: Drawn from Insurance Estimate provided in the application narrative with a 3% annual increase.
- 45** LINES 79 - 82: HD  
LINE 83: \$30,000.00 average annual salary with a 2% annual increase.
- 46** Number of Food Service Personnel each year: 2, 2, 2.5, 3, 3.
- 47** LINES 84 - 88: Consistent with Payroll Liabilities of Lines 15 - 19.
- 48** LINES 89 - 91: HD

### Grade Span Projections

	<b>1 13-14</b>	<b>2 14-15</b>	<b>3 15-16</b>	<b>4 16-17</b>	<b>5 17-18</b>
<b>ADM</b>	360	440	520	600	680

### GRADE

<b>K</b>	60	80	80	80	80
<b>1ST</b>	60	60	80	80	80
<b>2ND</b>	60	60	60	80	80
<b>3RD</b>	60	60	60	60	80
<b>4TH</b>	40	60	60	60	60
<b>5TH</b>	40	40	60	60	60
<b>6TH</b>	40	40	40	60	60

<b>7TH</b>	0	40	40	40	60
<b>8TH</b>	0	0	40	40	40
<b>9TH</b>	0	0	0	40	40
<b>10TH</b>	0	0	0	0	40
<b>11TH</b>	0	0	0	0	0
<b>12TH</b>	0	0	0	0	0

**Per pupil Funding - State Charter School District - Brick and Mortar School**

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

Stated Per Pupil - Charter Law	\$ 2,012
Additional per pupil funding Proviso (Brick and Mortar school)	\$ 3,250
Per pupil base funding (unweighted)	<hr/> \$ 5,262

\* Calculation estimate if budget passes in current format (04/19/12)



**YEAR 1****\$ 5,262.00**

	<b>Student Classification</b>	<b>Weight</b>	<b>ADM</b>	<b>Weighted ADM</b>
K	Kindergarten	1.30	54.00	70.20
P	Primary (1-3)	1.24	162.00	200.88
EL	Elementary (4-8)	1.00	108.00	108.00
HS	High School (9-12)	1.25	0.00	
TM	Trainable Mentally Handicapped	2.04	0.00	
SP	Speech Handicapped	1.90	18.00	34.20
HO	Homebound	0.10	0.00	
EH	Emotionally Handicapped	2.04	0.00	
EM	Educable Mentally Handicapped	1.74	0.00	
LD	Learning Disabilities	1.74	18.00	31.32
HH	Hearing Handicapped	2.57	0.00	
VH	Visually Handicapped	2.57	0.00	
OH	Orthopedically Handicapped	2.04	0.00	
V1	Vocational (Grades 9-12)	1.29	0.00	
V2	Vocational (Grades 9-12)	1.29	0.00	
V3	Vocational (Grades 9-12)	1.29	0.00	
AU	Autism	2.57	0.00	
	<b>TOTAL STUDENTS</b>		<b>360.00</b>	<b>444.60</b>
	<b>Projected EFA Funding</b>			<b>\$2,339,485.20</b>
	2% to District			<b>\$46,789.70</b>
	<b>Net EFA Funding</b>			<b>\$2,292,695.50</b>

<b>YEAR 2</b>	<b>\$</b>	<b>5,262.00</b>
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	<b>Student Classification</b>	<b>Weight</b>	<b>ADM</b>	<b>Weighted ADM</b>
K	Kindergarten	1.30	72.00	93.60
P	Primary (1-3)	1.24	162.00	200.88
EL	Elementary (4-8)	1.00	162.00	162.00
HS	High School (9-12)	1.25	0.00	
TM	Trainable Mentally Handicapped	2.04	0.00	
SP	Speech Handicapped	1.90	22.00	41.80
HO	Homebound	0.10	0.00	
EH	Emotionally Handicapped	2.04	0.00	
EM	Educable Mentally Handicapped	1.74	0.00	
LD	Learning Disabilities	1.74	22.00	38.28
HH	Hearing Handicapped	2.57	0.00	
VH	Visually Handicapped	2.57	0.00	
OH	Orthopedically Handicapped	2.04	0.00	
V1	Vocational (Grades 9-12)	1.29	0.00	
V2	Vocational (Grades 9-12)	1.29	0.00	
V3	Vocational (Grades 9-12)	1.29	0.00	
AU	Autism	2.57	0.00	
<b>TOTAL STUDENTS</b>			<b>440.00</b>	<b>536.56</b>
<b>Projected EFA Funding</b>				<b>\$2,823,378.72</b>
2% to District				\$56,467.57
<b>Net EFA Funding</b>				<b>\$2,766,911.15</b>

<b>YEAR 3</b>	<b>\$</b>	<b>5,262.00</b>
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	<b>Student Classification</b>	<b>Weight</b>	<b>ADM</b>	<b>Weighted ADM</b>
K	Kindergarten	1.30	72.00	93.60
P	Primary (1-3)	1.24	180.00	223.20
EL	Elementary (4-8)	1.00	216.00	216.00
HS	High School (9-12)	1.25	0.00	
TM	Trainable Mentally Handicapped	2.04	0.00	
SP	Speech Handicapped	1.90	26.00	49.40
HO	Homebound	0.10	0.00	
EH	Emotionally Handicapped	2.04	0.00	
EM	Educable Mentally Handicapped	1.74	0.00	
LD	Learning Disabilities	1.74	26.00	45.24
HH	Hearing Handicapped	2.57	0.00	
VH	Visually Handicapped	2.57	0.00	
OH	Orthopedically Handicapped	2.04	0.00	
V1	Vocational (Grades 9-12)	1.29	0.00	
V2	Vocational (Grades 9-12)	1.29	0.00	
V3	Vocational (Grades 9-12)	1.29	0.00	
AU	Autism	2.57	0.00	
<b>TOTAL STUDENTS</b>			<b>520.00</b>	<b>627.44</b>
<b>Projected EFA Funding</b>				<b>\$3,301,589.28</b>
2% to District				<b>\$66,031.79</b>
<b>Net EFA Funding</b>				<b>\$3,235,557.49</b>

<b>YEAR 4</b>	<b>\$</b>	<b>5,262.00</b>
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	<b>Student Classification</b>	<b>Weight</b>	<b>ADM</b>	<b>Weighted ADM</b>
K	Kindergarten	1.30	72.00	93.60
P	Primary (1-3)	1.24	198.00	245.52
EL	Elementary (4-8)	1.00	234.00	234.00
HS	High School (9-12)	1.25	36.00	45.00
TM	Trainable Mentally Handicapped	2.04	0.00	
SP	Speech Handicapped	1.90	30.00	57.00
HO	Homebound	0.10	0.00	
EH	Emotionally Handicapped	2.04	0.00	
EM	Educable Mentally Handicapped	1.74	0.00	
LD	Learning Disabilities	1.74	30.00	52.20
HH	Hearing Handicapped	2.57	0.00	
VH	Visually Handicapped	2.57	0.00	
OH	Orthopedically Handicapped	2.04	0.00	
V1	Vocational (Grades 9-12)	1.29	0.00	
V2	Vocational (Grades 9-12)	1.29	0.00	
V3	Vocational (Grades 9-12)	1.29	0.00	
AU	Autism	2.57	0.00	
<b>TOTAL STUDENTS</b>			<b>600.00</b>	<b>727.32</b>
<b>Projected EFA Funding</b>				<b>\$3,827,157.84</b>
2% to District				<b>\$76,543.16</b>
<b>Net EFA Funding</b>				<b>\$3,750,614.68</b>

**YEAR 5** **\$ 5,262.00**

Student Classification	Weight	ADM	Weighted ADM
K Kindergarten	1.30	72.00	93.60
P Primary (1-3)	1.24	216.00	267.84
EL Elementary (4-8)	1.00	252.00	252.00
HS High School (9-12)	1.25	72.00	90.00
TM Trainable Mentally Handicapped	2.04	0.00	
SP Speech Handicapped	1.90	34.00	64.60
HO Homebound	0.10	0.00	
EH Emotionally Handicapped	2.04	0.00	
EM Educable Mentally Handicapped	1.74	0.00	
LD Learning Disabilities	1.74	34.00	59.16
HH Hearing Handicapped	2.57	0.00	
VH Visually Handicapped	2.57	0.00	
OH Orthopedically Handicapped	2.04	0.00	
V1 Vocational (Grades 9-12)	1.29	0.00	
V2 Vocational (Grades 9-12)	1.29	0.00	
V3 Vocational (Grades 9-12)	1.29	0.00	
AU Autism	2.57	0.00	
<b>TOTAL STUDENTS</b>		<b>680.00</b>	<b>827.20</b>
<b>Projected EFA Funding</b>			<b>\$4,352,726.40</b>
2% to District			<u>\$87,054.53</u>
<b>Net EFA Funding</b>			<b>\$4,265,671.87</b>

	FND	REVENUE	Revenues	2013-2014	2014-1015	2015-2016	2016-2017	2017-2018
1	100	1920	Contributions & Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	100	1999	Fundraising	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	100	3311	Education Finance Act (EFA)	\$2,292,695.50	\$2,766,911.15	\$3,235,557.49	\$3,750,614.68	\$4,265,671.87
4	200	400	Federal Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	252	4320	Planning & Implementation Grant	\$173,000.00	\$175,000.00	\$0.00	\$0.00	\$0.00
6	300	3500	Education Improvement Act (EIA)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	600	1610	Lunch Sales to Pupils	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8	600	4810	USDA Reimbursement - School Lunch	\$168,840.00	\$206,360.00	\$243,880.00	\$281,400.00	\$318,920.00
9	700	1700	Pupil Activity	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10	900	3100	State Restricted Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11	900	3600	Education Lottery Act (ELA)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12			<b>Total Revenue</b>	<b>\$2,634,535.50</b>	<b>\$3,148,271.15</b>	<b>\$3,479,437.49</b>	<b>\$4,032,014.68</b>	<b>\$4,584,591.87</b>

	FND	FCT	OBJ	Instruction Expenditures	2013-2014	2014-1015	2015-2016	2016-2017	2017-2018
13	100	110	110	Instructional Salaries	\$799,500.00	\$1,034,280.00	\$1,257,823.00	\$1,489,930.00	\$1,730,774.00
14	100	110	120	Substitute Pay	\$11,700.00	\$14,625.00	\$17,550.00	\$17,550.00	\$17,550.00
15	100	110	210	Group Health & Life Insurance	\$84,000.00	\$112,320.00	\$138,012.00	\$165,024.00	\$193,356.00
16	100	110	220	Employee Retirement	\$39,975.00	\$51,714.00	\$62,891.15	\$74,496.50	\$86,538.70
17	100	110	230	Social Security	\$61,161.75	\$79,122.42	\$96,223.46	\$113,979.65	\$132,404.21
18	100	110	260	Unemployment Compensation Tax	\$17,952.00	\$13,872.00	\$15,504.00	\$17,544.00	\$19,584.00
19	100	110	270	Worker's Compensation Tax	\$7,915.05	\$10,239.37	\$12,452.45	\$14,750.31	\$17,134.66
20	100	110	311	Instructional Services	\$33,000.00	\$33,000.00	\$33,000.00	\$66,000.00	\$66,000.00
21	100	110	410	Instructional Supplies	\$87,000.00	\$113,000.00	\$104,000.00	\$160,000.00	\$178,000.00
22	100	110	420	Instructional Textbooks	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00
23	100	110	540	Instructional Equipment	\$151,000.00	\$179,000.00	\$58,000.00	\$68,000.00	\$68,000.00
24	100	110	545	Instructional Computers	\$64,000.00	\$64,000.00	\$25,000.00	\$25,000.00	\$50,000.00
25	100	120	110	Exceptional Teacher Salaries	\$40,000.00	\$40,800.00	\$83,232.00	\$84,896.00	\$86,594.00
26	100	120	210	Group Health & Life Insurance	\$4,200.00	\$4,320.00	\$8,904.00	\$9,168.00	\$9,432.00
27	100	120	220	Employee Retirement	\$2,000.00	\$2,040.00	\$4,161.60	\$4,244.80	\$4,329.70

28	100	120	230	Social Security	\$3,060.00	\$3,121.20	\$6,367.25	\$6,494.54	\$6,624.44
29	100	120	260	Unemployment Compensation Tax	\$816.00	\$408.00	\$1,224.00	\$816.00	\$816.00
30	100	120	270	Worker's Compensation Tax	\$396.00	\$403.92	\$824.00	\$840.47	\$857.28
31	100	120	410	Exceptional Supplies	\$8,000.00	\$8,000.00	\$8,000.00	\$9,000.00	\$9,000.00
32	100	120	540	Exceptional Equipment	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
33	100	120	545	Exceptional Computers	\$3,200.00	\$3,200.00	\$3,200.00	\$3,200.00	\$8,000.00
34				<b>Total Instruction Expense</b>	<b>\$1,431,375.80</b>	<b>\$1,779,965.91</b>	<b>\$1,948,868.90</b>	<b>\$2,343,434.27</b>	<b>\$2,697,495.00</b>
	FND	FCT	OBJ	<b>Support Services Expenditures</b>	<b>2013-2014</b>	<b>2014-1015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
35	100	212	110	Guidance Teacher Salaries	\$40,000.00	\$40,800.00	\$83,232.00	\$84,896.00	\$86,594.00
36	100	212	210	Group Health & Life Insurance	\$4,200.00	\$4,320.00	\$8,904.00	\$9,168.00	\$9,432.00
37	100	212	220	Employee Retirement	\$2,000.00	\$2,040.00	\$4,161.60	\$4,244.80	\$4,329.70
38	100	212	230	Social Security	\$3,060.00	\$3,121.20	\$6,367.25	\$6,494.54	\$6,624.44
39	100	212	260	Unemployment Compensation Tax	\$816.00	\$408.00	\$1,224.00	\$816.00	\$816.00
40	100	212	270	Worker's Compensation Tax	\$396.00	\$403.92	\$824.00	\$840.47	\$857.28
41	100	213	110	Nurse Salaries	\$34,000.00	\$34,680.00	\$53,059.50	\$54,121.50	\$55,203.00
42	100	213	210	Group Health & Life Insurance	\$4,200.00	\$4,320.00	\$4,452.00	\$9,168.00	\$9,432.00
43	100	213	220	Employee Retirement	\$1,700.00	\$1,734.00	\$2,652.98	\$2,706.08	\$2,760.15
44	100	213	230	Social Security	\$2,601.00	\$2,653.02	\$4,059.05	\$4,140.29	\$4,223.03
45	100	213	260	Unemployment Compensation Tax	\$816.00	\$408.00	\$1,224.00	\$816.00	\$816.00
46	100	213	270	Worker's Compensation Tax	\$336.60	\$343.33	\$525.29	\$535.80	\$546.51
47	100	214	313	Psychological Services	\$9,000.00	\$9,000.00	\$9,000.00	\$10,000.00	\$12,000.00
48	100	215	313	Exceptional Program Services	\$25,000.00	\$35,000.00	\$20,000.00	\$30,000.00	\$35,000.00
49	100	224	312	Instructional Staff Development	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$50,000.00
50	100	231	318	Audit Services	\$0.00	\$14,500.00	\$14,500.00	\$15,500.00	\$15,500.00
51	100	231	319	Legal Services	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00
52	100	231	640	Membership Dues & Fees	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
53	100	231	650	Liability Insurance	\$7,402.00	\$7,624.06	\$7,852.78	\$8,088.37	\$8,331.02

54	100	233	111	Principal Salaries	\$70,000.00	\$71,400.00	\$72,828.00	\$74,284.56	\$75,770.25
55	100	233	111	Assistant Principal Salaries	\$0.00	\$0.00	\$60,000.00	\$61,200.00	\$62,424.00
56	100	233	115	Administrative Assistant Salaries	\$27,000.00	\$27,540.00	\$55,080.00	\$56,181.60	\$57,305.23
57	100	233	210	Group Health & Life Insurance	\$8,400.00	\$8,640.00	\$17,808.00	\$18,336.00	\$18,864.00
58	100	233	220	Employee Retirement	\$4,850.00	\$4,947.00	\$9,395.40	\$9,583.31	\$9,774.97
59	100	233	230	Social Security	\$7,420.50	\$7,568.91	\$14,374.96	\$14,662.46	\$14,955.71
60	100	233	260	Unemployment Compensation Tax	\$1,632.00	\$816.00	\$2,448.00	\$1,632.00	\$1,632.00
61	100	233	270	Worker's Compensation Tax	\$960.30	\$979.51	\$1,860.29	\$1,897.49	\$1,935.44
62	100	233	332	Travel	\$25,000.00	\$25,000.00	\$25,000.00	\$30,000.00	\$35,000.00
63	100	233	410	Office Supplies	\$8,000.00	\$15,000.00	\$8,000.00	\$15,000.00	\$18,000.00
64	100	233	540	Office Equipment	\$20,000.00	\$35,000.00	\$20,000.00	\$20,000.00	\$40,000.00
65	100	233	545	Office Computers	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$20,000.00
66	100	252	315	Fiscal Services	\$45,000.00	\$50,000.00	\$60,000.00	\$65,000.00	\$65,000.00
67	100	252	690	Bank Fees	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00
	FND	FCT	OBJ	<b>Support Services Expenditures</b>	<b>2013-2014</b>	<b>2014-1015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
68	100	254	321	Public Utility Services (Water & Sewer)	\$7,000.00	\$8,500.00	\$10,000.00	\$11,500.00	\$13,000.00
69	100	254	322	Custodial Services	\$35,000.00	\$40,000.00	\$45,000.00	\$50,000.00	\$50,000.00
70	100	254	323	Repairs & Maintenance Services	\$8,000.00	\$8,500.00	\$9,000.00	\$9,500.00	\$10,000.00
71	100	254	324	Property Insurance	\$2,500.00	\$2,575.00	\$2,652.25	\$2,731.82	\$2,813.77
72	100	254	325	Facility Lease	\$184,000.00	\$184,000.00	\$184,000.00	\$184,000.00	\$184,000.00
73	100	254	329	Trash Service	\$2,500.00	\$3,000.00	\$3,500.00	\$4,000.00	\$4,500.00
74	100	254	340	Telephone	\$8,000.00	\$8,500.00	\$9,000.00	\$9,500.00	\$10,000.00
75	100	254	410	Supplies	\$6,000.00	\$7,000.00	\$7,000.00	\$8,000.00	\$9,000.00
76	100	254	470	Energy (Electric, Gas, Oil)	\$50,000.00	\$60,000.00	\$70,000.00	\$80,000.00	\$90,000.00
77	100	255	331	Student Transportation Services	\$20,000.00	\$25,000.00	\$30,000.00	\$35,000.00	\$40,000.00
78	100	255	650	Vehicle Liability	\$181.00	\$186.43	\$192.02	\$197.78	\$203.72
79	100	258	540	Building Security System	\$17,500.00	\$17,500.00	\$3,000.00	\$4,000.00	\$5,000.00
80	100	263	350	Marketing & Advertising	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00



81	100	266	345	Technology Services	\$30,000.00	\$35,000.00	\$40,000.00	\$60,000.00	\$60,000.00
82	100	271	660	Field Trips	\$5,000.00	\$6,000.00	\$7,000.00	\$8,000.00	\$9,000.00
83	600	256	110	Food Service Salaries	\$60,000.00	\$61,200.00	\$78,030.00	\$95,508.00	\$97,416.00
84	600	256	210	Group Health & Life Insurance	\$8,400.00	\$8,640.00	\$8,904.00	\$13,752.00	\$14,148.00
85	600	256	220	Employee Retirement	\$3,000.00	\$3,060.00	\$3,901.50	\$4,775.40	\$4,870.80
86	600	256	230	Social Security	\$4,590.00	\$4,681.80	\$5,969.30	\$7,306.36	\$7,452.32
87	600	256	260	Unemployment Compensation Tax	\$1,632.00	\$816.00	\$1,632.00	\$1,224.00	\$1,224.00
88	600	256	270	Worker's Compensation Tax	\$594.00	\$605.88	\$772.50	\$945.53	\$964.42
89	600	256	410	Food Supplies	\$21,600.00	\$39,600.00	\$44,200.00	\$45,000.00	\$54,400.00
90	600	256	460	Food Purchases	\$72,000.00	\$99,000.00	\$117,000.00	\$150,000.00	\$170,000.00
91	600	256	540	Food Equipment	\$20,000.00	\$45,000.00	\$5,000.00	\$15,000.00	\$15,000.00
92				<b>Total Support Services Expense</b>	<b>\$990,587.40</b>	<b>\$1,145,912.06</b>	<b>\$1,323,886.66</b>	<b>\$1,478,554.17</b>	<b>\$1,595,419.77</b>
93				<b>Total Expenditures</b>	<b>\$2,421,963.20</b>	<b>\$2,925,877.97</b>	<b>\$3,272,755.56</b>	<b>\$3,821,988.44</b>	<b>\$4,292,914.77</b>
94				<b>Budget Balance</b>	<b>\$212,572.30</b>	<b>\$222,393.18</b>	<b>\$206,681.93</b>	<b>\$210,026.25</b>	<b>\$291,677.11</b>

*Appendix 8*  
*Negotiated Services*

Not Applicable.

*Appendix 9*  
*Articles of Incorporation and Bylaws*

Please see the following page.

CERTIFIED TO BE A TRUE AND CORRECT COPY  
AS TAKEN FROM AND COMPARED WITH THE  
ORIGINAL ON FILE IN THIS OFFICE

APR 18 2012

*Elizabeth M. Szalai*  
SECRETARY OF STATE

STATE OF SOUTH CAROLINA  
SECRETARY OF STATE

ARTICLES OF INCORPORATION  
Nonprofit Corporation - Domestic  
Filing Fee \$25.00

**TYPE OR PRINT CLEARLY IN BLACK INK**

Print Form

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 Bridges Preparatory School
2. The initial registered office (registered agent's address in SC) of the nonprofit corporation is  
8 Francis Davant

Beaufort Beaufort SC 29906  
City County State Zip Code

The name of the registered agent of the nonprofit corporation at that office is  
Elizabeth M. Szalai

Print Name

I hereby consent to the appointment as registered agent of the corporation.

*Elizabeth M. Szalai*  
Agent's Signature

3. Check "a", "b", or "c" whichever is applicable. Check only one box.  
a.  The nonprofit corporation is a public benefit corporation.  
b.  The nonprofit corporation is a religious corporation.  
c.  The nonprofit corporation is a mutual benefit corporation.
4. Check "a" or "b", whichever is applicable.  
a.  This corporation will have members.  
b.  This corporation will not have members.

5. The address of the principal office of the nonprofit corporation is

8 Francis Davant Beaufort SC 29906  
City County State Zip Code

NP - Domestic - Articles of Incorporation

120418-0145 FILED: 04/18/2012  
BRIDGES PREPARATORY SCHOOL  
Filing Fee: \$25.00 ORIG



Mark Hammond  
South Carolina Secretary of State

## **Bylaws**

### **Article I – Name and Offices**

**Section 1.1 Name of Corporation.** The name of the Corporation shall be as specified in its Articles of Incorporation, Bridges Preparatory School (hereinafter referred to as the Corporation)

**Section 1.2 Fictitious Name.** The Corporation may conduct business under the name: BPS (hereinafter referred to as School)

**Section 1.3 Address of Corporation.** The location and address of the registered office of the Corporation shall be 8 Francis Davant, Beaufort, SC 29906 until a permanent site is found for the School.

### **Article II – Nature of the Corporation**

**Section 2.1 Non-Profit.** The Corporation does not contemplate pecuniary gain or profit, incidental or otherwise, to itself nor any of its members.

**Section 2.2 Purposes.** The purposes for which the Corporation is to be formed is to organize a charter school pursuant to South Carolina Charter Schools Act of 1996, as amended (hereinafter the SCt) and as set forth in the Articles of Incorporation. Should there be a conflict between the Corporation's Bylaws or Articles of Incorporation and the SCCS Act, the SCCS Act controls or as amended.

Said Incorporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations under section 501 ( c ) ( 3 ) of the Internal Revenue Code, or corresponding section of any future federal tax code.

**Section 2.3 Non-discrimination.** The Corporation shall be non-sectarian, nonreligious and non-discriminatory, hiring staff and accepting students without discrimination as to race, color, religion, national origin, sex, marital status, sexual orientation, educational affiliation, handicap status, or age and shall comply with all applicable laws and regulations relating thereto including those specifications regarding admission as to racial composition pursuant to South Carolina Code Ann. \_ 59-40-50(B)(6).

**Section 2.4 Limitations and Restrictions.** 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 purpose set forth in the purpose clause 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 this document, 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.

**Section 2.5 Enrollment.** Subject to total enrollment limitations, enrollment in the School shall be open to any child in accordance with the SCCS Act, as amended and interpreted case law.

### **Article III - Members**

**Section 3.1 No Members.** The Corporation shall have no members. Any action that would otherwise, by law, require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors (hereinafter “the Board”). All rights that would otherwise, by law, vest in the members shall vest in the Board. Nothing in this Article III shall be construed to limit the Corporation's right to informally refer to persons associated with it as “members,” even though such persons are not members of the Corporation in a legal capacity. The Board may also, but without establishing membership, create an advisory council or honorary board, or such other auxiliary groups as it deems appropriate to advise and support the Corporation.

### **Article IV – Board of Directors, Charter Governing Board**

**Section 4.1 Management.** The Corporation shall be governed by the Board of Directors of the Corporation. The business and affairs of the Corporation shall be managed by the Board. The members shall act only as a Board.

**Section 4.2 Responsibilities.** The Board's responsibilities include, but are not limited to, the following:

- a) sign the Charter School Contract and agree to any amendments thereto;
- b) apply to the sponsoring school district for renewal of the Charter School Contract as necessary;
- c) ensure compliance with all of the requirements for a charter school as provided by the SCCS Act and as amended;
- d) comply with federal and South Carolina laws and as amended;
- e) ensure the school will adhere to the same health, safety, civil rights, and disability rights as required by the sponsoring school district;
- f) conduct lotteries for admission, if required following charter law or as amended;
- g) validate all major contracts with the School by giving and recording formal approval; each year the finance committee will review and recommend, for Board approval, the definition of a major contract, as well as the policies and procedures for executing such contracts;
- h) perform any and all necessary legal acts to execute the purpose of the Corporation;



- I) contract for all other services for the School;
- j) develop strategic plans for the School;
- k) develop and adopt policies for the School;
- l) approve operating procedures for the School;
- m) oversee and ensure the financial viability of the School;
- n) adopt and approve the annual budget for the School;
- o) abide by the same financial audits, audit procedures and audit requirements as are applied to all public schools;
- p) assist in fund raising activities for the School;
- q) ensure regulations put forth by the Charter School Contract are upheld and /or develop pay scales, performance criteria, and discharge policies for the School employees;
- r) guarantee that all personnel undergo background checks, fingerprinting and random drug testing prior to hiring
- s) evaluate the Director of the School at least annually;

- t) ensure that the curriculum fulfills the mission statement of the School;
- u) ensure the same minimum attendance requirements as applied to all public schools;
- v) hear appeals for teacher/staff dismissals and student expulsions;
- w) build and perpetuate a parent, educator, and community partnership;
- x) make every effort to maintain a positive working relationship with the sponsoring school district; and
- y) employ a Director, who is accountable for the day to day operation of the School, responsible for the employment of other administrators, teachers and other employees, as needed, and other duties as relegated by the Board.

The faculty of the School, under the leadership of the School Director(s), shall be responsible for the development of the School's curriculum and teaching methods, concurrent with the mission of the School.

**Section 4.3 Composition and Election.** The School will recruit for Members of the Board persons who qualify under the SCCS Act and demonstrate commitment to the School's mission. The board shall initially consist of five (5) Members. The Board may at its discretion increase the number of Members to a maximum of seven (7). It is the intent of the School that due diligence will be made to recruit and seat diverse Board nominees representative of the School community. The Board shall be elected annually by the parents

or guardians of students enrolled in the School and the employees of the School pursuant to the SCCS Act or as amended. Parents or guardians of a student shall have one vote for each student enrolled in the School; the parents or guardian must decide among themselves who will cast that vote. Each employee of the School is given one vote per person. If an employee has a child/children at the School, he/she will not get a separate vote for being an employee and his/her vote will be based on the number of children enrolled. Members of the Board will be elected by a plurality of the votes cast. Eligible voters will vote on the entire Board. The Board election will be held by the end of the first quarter each year. The term shall begin on January 1 and expire on December 31. Elections will be held and results posted by December 31 for the current school year. Once the election has taken place, and results duly tabulated and published, orientation training for all Board members will be held within one year of taking office on the Board, in accordance with state law or as amended.

**Section 4.4 Annual and Regular Meetings.** The first meeting of the Board shall be held on the second Monday of January of each year. The Board shall also meet regularly with a quorum present at least eleven times each year. An annual schedule of regular meetings shall be adopted, published and posted at the School office and provided to local media in January of each year. Meetings of the Board shall be general meetings and open for the transaction of any business within the powers of the Board without special notice of such business except in any case where special notice is required by law or by the Bylaws. All meetings are open to the public.

**Section 4.5 Special Meetings.** Special meetings of the Board shall be called at any time by the secretary upon the written request of either the president or three members of the Board upon 24 hour notice posted and delivered to all members and local news media. Meetings shall be held at the place stated in the notice and shall be open to the public.

**Section 4.6 Place and Time of Meetings.** All meetings of the Board shall be held at such places or places within South Carolina and at such times as shall be specified in the specific notices of such meetings.

**Section 4.7 Notice of Meetings.** Notices of meetings of the Board, along with an agenda, shall be posted in the School and provided to the public in accordance with the requirements of the Freedom of Information Act or as amended.

**Section 4.8 Open Meetings and Administrative Records.** All official action and all deliberations undertaken by a quorum of the Board shall take place at a meeting open to the public, as provided in the Freedom of Information Act, or as amended, except in cases where executive sessions are authorized pursuant to the Freedom of Information Act or as amended.

**Section 4.9 Quorum and Voting.** At all meetings of the Board, the presence of a majority of the members shall be necessary and sufficient to constitute a quorum and, except as otherwise provided by law or by the Bylaws, the act of a majority of the members present shall be the act of the Board. In the absence of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or to take a recess. At the request of any member, any meeting or action within a meeting will be conducted in accordance with the procedures outlined in the then current edition of Robert's Rules of Order except when they conflict

with these Bylaws. No proxy votes will be allowed when members of the Charter School Board of Directors are absent from regular or called meetings.

**Section 4.10 Resignation and Removal of Members of the Board.** Any Member of the Board may resign at any time by sending a signed letter of resignation to the Board/Board Chairman. Any Member of the Board may be removed at any time with cause at any meeting of the Board by a vote of the Board of the Corporation called for that purpose. Cause will be considered failure to organize or neglect of duty according to the SCCS Act or as amended. Members of the Board shall be expected to attend at least seventy-five percent (75%) of meetings of the committee or committees on which he/she had agreed to serve. Failure to attend meetings as outlined herein may be cause for removal of a Member of the Board. A Member of the Board shall be removed for conviction of a felony crime or crime of moral turpitude.

**Section 4.11 Vacancies.** In the event of the death or resignation of a Member of the Board , the qualified candidate who received the next highest number of votes in the last election will be asked to fill the empty seat. If that individual declines or is unable to serve, the candidate that received the next highest number of votes in the last election will be asked to fill the empty seat and this process will continue until such time as the replacement is found. If there is no one to fill the empty seat, the Board will ask for applications or nominations for the position and then elect the new member of the Board at its next regularly scheduled meeting after the close of time for persons to apply. The replacement member shall serve until the next election for vacancies on the Board.

**Section 4.12 Compensation and Expenses.** Members of the Board shall serve without compensation but may be reimbursed for expenses incurred when acting at the request of and on behalf of the Board.

**Section 4.13 Qualifications of the Board of Directors.** Members of the Board shall qualify under all requirements of the SCCS Act or as amended.

## **Article V – Officers**

**Section 5.1 Number of Officers.** The Officers of the Corporation shall be a Chairperson, a Vice Chairperson, a Secretary and a Treasurer. These Officers must be Board Members. The Officers shall perform such duties as usually pertain to the offices that they hold or as may be assigned to them by the Board of Directors.

**Section 5.2 Election of Officers.** The Chairperson, Vice Chairperson, Secretary, and Treasurer to the Board shall be elected annually by the Members of the Board at the first regularly scheduled Board meeting after the new Board is seated. Officers may succeed themselves in office. Each person elected as an Officer shall continue in office until his/her successor is duly elected.

**Section 5.3 Additional Officers and Agents.** The Board, at any meeting, may by resolution appoint such additional officers and such agents and determine their term of office and compensation, if any, as it may deem advisable. The Board may delegate to any officer

or committee the power to appoint such subordinate officers, agents, or employees and to determine their terms of office and compensation, if any.

## **Article VI – Committees**

**Section 6.1 Standing and/or Ad Hoc Committees.** The Board may form from time to time, by resolution, constitute such committees of members, officers, employees, members, or non-members, with such functions, powers, and duties as the Board deems necessary or appropriate. Unless the Board shall provide otherwise, each such committee shall enact purposes, responsibilities, and procedures for its operations. These documents and their amendments shall be approved by the Board. The Board retains the authority to dissolve these committees by a majority vote.

## **Article VII – Indemnification**

**Section 7.1 General.** The Corporation shall indemnify each officer, Board member, and employee (“Indemnity”) from the expenses and risk as set forth in Sections 2 and 3 below if such Indemnity has acted in good faith within the scope of his/her employment or of his/her duties as a Board Member. A member shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause his/her reliance to be unwarranted.

**Section 7.2 Expenses.** Indemnities shall be indemnified against all expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by the Indemnity in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that the Indemnity is or was and employee, office or director of the Corporation.

## **Article VIII – Miscellaneous Provisions**

**Section 8.1 Fiscal Year and Audit.** The fiscal year of the Corporation shall begin on July 1 and end on June 30 each year. The Corporation shall be required periodically and no less than once a year to imply a certified public accountant to audit the accounts of the Corporation and to provide such audits as are required to the SCCS Act or as amended.

**Section 8.2 Execution of Contracts.** The Board may authorize any officer, employee or agent, in the name of and on behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or confined to specific instances. Unless so authorized by these Bylaws or by the Board, no officer, employee, or agent shall have any power to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable pecuniary for any purpose or in any amount.

**Section 8.3 Commercial Paper.** All checks and other orders for the payment of money out of the funds of the Corporation, and all notes or evidence of indebtedness of the Corporation, shall be executed on behalf of the Corporation by such officer or officers or employee or employees, as the Board my, by resolution, from time to time determine.



**Section 8.4 Deposits.** All funds of the Corporation not otherwise employed 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, from time to time, select or as many be selected by any officer or employee of the Corporation to whom such power may, from time to time, be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power may be delegated by the Board, may endorse, assign and deliver checks, drafts, and other orders for the payment of money which are payable to the order of the Corporation.

**Section 8.5 Forms of Records.** When consistent with good business practices, any records of the Corporation may be maintained in other than written form if such other form is capable of reasonable preservation and conversion into written form within a reasonable time.

**Section 8.6 Corporate Records.** The Corporation shall keep as permanent written records a copy of the minutes of all meetings of its Board of Directors, a record of all actions taken by the Board, and a record of all actions taken by committees of the Board. The Corporation shall maintain appropriate accounting records. The Corporation shall keep a copy of the records at its principal office.

**Section 8.7 Bylaw Amendments.** These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at a regularly scheduled meeting, provided that notice of any proposed amendment or change is made available to Members of the Board and to the public at least 30 prior to the meeting at which they are voted upon. The board will review the Bylaws at least once every three years. Any amendments to the Bylaws which are inconsistent with the SCCS Act or as

amended, or would result in the Corporation's loss of its ability to claim non-profit status under either the Internal Revenue Code or the South Carolina Non-profit Corporation Act, shall be null and void.

**Section 8.8 Severability.** If any provision of these Bylaws or the application thereof to any person or circumstances shall be held invalid or unenforceable to any extent by a court of competent jurisdiction, such provision shall be complied with or enforced to the greatest extent permitted by law as determined by such court, and the remainder of these Bylaws and the application of such provision to other persons or circumstances shall not be affected thereby and shall continue to be complied with and enforced to the greatest extent permitted by law.

**Section 8.9 Usage.** The section and paragraph headings contained in these Bylaws are for reference purposes only and shall not affect in any way the meaning or interpretation of the Bylaws. Terms such as “hereof”, “hereunder”, “hereto” and words of similar import shall refer to these Bylaws in the entirety and all references to “Articles”, “Paragraphs”, “sections”, and similar cross references shall refer to specified portions of these Bylaws, unless the context clearly requires otherwise. Terms used herein which are not otherwise defined shall have the meanings ascribed to them in the Act. All references to statutory provisions shall be deemed to include corresponding sections of succeeding law or as amended.

**Section 8.10 Conflict Between Bylaws, Articles, and South Carolina Law.** The Articles of Incorporation of the Corporation and South Carolina law including, without limitation, the South Carolina Non-profit Corporation Act of 1996, as amended, together with

the regulations, are incorporated herein by reference. Any conflict within the terms of these Bylaws, the Articles, and South Carolina law should be resolved in the following order: (1) South Carolina law, (2) the Articles, and (3) these Bylaws.

*Appendix 10*  
*Administrative Resumes*

BPS has not received any Administrative Resumes at this time.

**Appendix 11**  
**Desegregation Order**



**South Carolina**  
**Public Charter School District**

Board of Trustees

Don McLaurin,  
Chairman

Linzie Staley,  
Vice Chairman

Kathleen Bounds,  
Secretary

Dr. Ronald Epps

Mrs. Laura Getty

Mrs. Terrye Seckinger

Tom Siler

Reese Boyd

Superintendent

Wayne Brazell, Ph.D.

March 27, 2012

Ivie Szalai, Chairperson  
Bridges Preparatory School Charter Planning Committee

Dear Ms. Szalai:

This is to verify that Bridges Preparatory School is applying to the South Carolina Public Charter School District. We are a statewide school district. The State of South Carolina is not under a desegregation order.

This is based on a list maintained by the South Carolina Department of Education, Office of General Counsel, and is based on information occasionally received from the United States Department of Justice. The Office of General Counsel cannot insure that the information in this document is up-to-date.

As no orders have been issued in recent years, it would seem to verify that Bridges Preparatory School is not under an order.

Sincerely,

  
Wayne Brazell, Ph.D.  
Superintendent

3700 Forest Drive, Suite 406  
Columbia, SC 29204

Phone: 803-734-8322  
Fax: 803-734-8325

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

*Appendix 12*  
*Transportation Contracted Services*

Not Applicable.

*Appendix 13*  
*Facilities Compliance*

Not Applicable.

*Appendix 14*  
*Dismissal Procedures*

Not Applicable.



*Appendix15*  
*Student Conduct, Rights, and Responsibilities Policies*

BPS believes that students have rights that should be recognized and respected. It also believes that every right carries with it certain responsibilities such as:

- students have the right to a quality education and the responsibility to put forth their best efforts during the educational process;
- students have the right to expect school personnel to be qualified in providing that education;
- students have the responsibility to respect the rights of other students and all persons involved in the educational process;
- students have civil rights, including the right to equal educational opportunity and freedom from discrimination; and have the responsibility not to discriminate against others;
- students have the right to attend free public schools; have the responsibility to attend school as required by law; and to observe school rules and regulations essential for permitting others to learn at school;
- students have the right to due process of the law with respect to suspension, expulsion, and unreasonable searches and seizures; have the privilege of appealing administrative decisions that they believe have deprived them of their right; and have the responsibility of cooperating with above;
- students have the right to free inquiry and expression; have the responsibility to observe reasonable rules regarding these

right; and be made aware of their legal rights and the legal authority of the Board to make, or delegate authority to its staff to make, rules and regulations regarding the orderly operation of the school; and

- students have the right to advocate change of any law, policy or regulation; may exercise their right to freedom of expression through speech, approved time for assembly, petition and other lawful means, as long as this right does not interfere with the rights of others; students may not use this freedom of expression to present material that is obscene or slanderous, or to defame character; and they may not use this freedom to advocate violation of federal, state, and local laws, or school policies, rules, and regulations.

BPS recognizes the value of student participation in decision making for the school. The Board should encourage students to attend Board meetings and take part in the public participation periods. Students should share with the Board, the administration, and the faculty the responsibility for developing a climate in the school that is conducive to wholesome learning and living. The Board should encourage students to express their opinions in establishing policies in the area of student privileges and other areas of student activities. The Board will encourage the Head of School to develop procedures for meaningful involvement of students in school government. In the development of rules, regulations and arrangements for the operation of the school, the Head of School will include at the planning stage, whenever feasible and appropriate, a representative of those students who will be affected by such provisions.

The BPS Planning Committee also recognizes the value of a grievance procedure as a formal method for the resolution of any grievances concerning the treatment of students by school personnel. These grievances may arise from allegations of

violations of student legal rights or school policy. In addition, the Board recognizes there may be conditions in the school system that the school could improve and that students should have some means by which they can effectively express their concerns. The school will resolve student complaints and grievances through orderly processes and at the lowest possible level.

A teacher will provide any student or his/her parent/legal guardian the opportunity to discuss a decision or situation that the student considers unjust or unfair. If the incident remains unresolved, then the student, his/her parent/legal guardian or the teacher may bring the matter to the Head of School's attention for consideration and action. The student may also bring the matter to the attention of class officers or the student council, in grades where such are elected, for possible presentation to the Head of School. If the matter is still unresolved, then the complaining party may bring it in writing to the Board for review.

#### General Violations

Though not specifically mentioned in this list and levels of violations of behavior, any act which is detrimental to the good order, best interest and physical safety of the school may be punished according to its nature and degree at the discretion of the administration.

Level 1 - Behaviors that affect a student 's educational progress: Level 1 behavior violations are cumulative for nine weeks. Violations will be managed by teaching staff. Staff will document repeated violations and may move the consequence to Level 2. When sound behavior management fails, staff will refer the student for an intervention conference where the IAT may develop or request a revision of the student's academic program.

Examples of Level 1 behaviors include: disrupting/disturbing school activities; throwing things; littering; disrespect towards

others/self; tardiness - late for class or activity; uncooperative behavior; unsafe behavior/inappropriate use of toys, equipment, etc.; name calling - hurtful statements, ethnic or racial slurs, etc.; dress code violations; distribution or sale of unauthorized material; or obscene language/gestures - profanity, unacceptable talk (not directed towards others).

Recommended disciplinary options for Level 1 behaviors include: a warning; corrective instruction; parent/legal guardian contact; student conference; detention; removal of privileges; class management plan; confiscation; seating change; and/or time out. These are some examples/options, but are not all-inclusive.

Level 2 - Offenses which disrupt or affect student 's educational progress, but are not threats or acts against the person or property of another: Level 2 behavior violations are cumulative for nine weeks. Violations will be managed by the Head of School or his/her designee. When sound behavior management fails, staff will refer the student for an intervention conference where the IAT may develop or request a revision of the student's intervention plan.

Examples of Level 2 behaviors include: repeated or chronic Level 1 offenses; possession of obscene literature, pictures or devices; forgery/tampering - changing, signing or altering records or documents from school or home; cutting school, class or assigned activities - includes leaving school/campus without permission; gambling - participation in games of chance for money and/or other things of value; truancy - an unauthorized absence from school; smoking/tobacco - use or possession of tobacco products; leaving class/dorm without permission; cheating; searching others' belongings; lying; refusing to follow disciplinary option given; unassigned/unauthorized

areas in the school; defiance - disrespectful behavior; or rough horseplay.

Recommended disciplinary options for Level Two behaviors include: a warning; corrective instruction; parent/legal guardian contact – mandatory; student conference; detention; removal of privileges - extracurricular activities; class management plan; confiscation; refer for in-school suspension; time out; and/or in-school suspension - the temporary isolation of a student under proper supervision - students are expected to complete schoolwork for credit during this time. These are some examples/options, but are not all-inclusive.

Level 3 - Behavior offenses that involve threats or acts against the person or property of another and severely disrupts school activities: Level 3 offenses will be managed by the Head of School. For safety, actions may demand immediate removal. Level 3 referrals require immediate attention and direct referrals to the Head of School. Due to the potentially serious nature of Level3 violations, violations are cumulative for one full school year.

Examples of Level 3 offenses (1st offense, 2nd offense, and 3rd offense) and their potential consequences are noted below.

Abbreviations of consequences are as follows:

ISS	In-school suspension
CP	Contact parents/legal guardians
BR	IAT - Behavior services referral
OSS	Out of school suspension
L4	Move to next level
RE	Recommendation for expulsion
REST	Restitution
CR	IAT - Counseling services referral
D	Lunch/After school detention
IAT	Referral for academic or behavior plan revision
CF	Confiscation
CS	Community service
ROC	Resource officer contact

Behavior	Consequences		
	1st Offense	2nd Offense	3rd Offense
Threatening students - intimidating or verbally assaulting other students; and/or instigating a fight	ISS(1)/CP	ISS(2)/CP	ISS(3)/CP
Vandalism - cutting, defacing or in any way damaging property	ISS(1) REST/CP ROC	ISS(2)/CP REST/ROC	ISS(3)/CP REST/ROC/IAT
Stealing	ISS(1) REST/CP ROC	ISS(2)/CP REST/ROC	ISS(3)/CP REST/ROC/IAT
Possession of stolen goods	ISS(1) REST/CP ROC/CF	ISS(2)/CP REST/ROC CF	ISS(3)/CP REST/ROC CF/IAT
Possession of fireworks, stink bombs, etc.	ISS(3)/CP CF/ROC	OSS(3)/CP ROC	L4
Possession or use of illegal drugs/alcohol or other dangerous or controlled substances, e.g., glue, white-out, paint, etc., for other than its intended or appropriate purposes	OSS(1)/CP ROC/CR	OSS(3)/CP ROC/SgIP	L4
Intoxication	OSS(1)/CP ROC/CR	OSS(3)/CP ROC/SgIP	L4
Fighting or physically hurting others or physical abuse	ISS(1)/CP	ISS(2)/CP	ISS(3)/CP
Inappropriate sexual behaviors – Indecent exposure, fondling, heaving petting, etc.	ISS(1)/FSS CP/CR	ISS(2)/FSS CP/CR	ISS(3)/FSS CP/IAT
Trespassing – Coming back on campus while under suspension or having been warned or asked to leave school property	ISS(1)/CP ROC	ISS(2)/CP ROC	ISS(3)/CP ROC

Possession of a toy weapon that looks like a real weapon	ISS(1)/CP ROC	ISS(2)/CP ROC	L4/IAT
Severe defiance/insubordination – refusal to comply with a request from school faculty/staff	ISS(1)/CP	ISS(2)/CP	ISS(3)/CP CR
Inappropriate sexual behaviors – Indecent exposure, fondling, heaving petting, etc.	OSS(1) CP/FSS CR	OSS(3) CP/FSS IC	OSS(5) CP/FSS IAT
Violation of network use agreement (minor) – use of another students’ password, unauthorized use, etc.	ISS(1) CP	ISS(3) CP/IC	OSS(3) CP/IAT
Violation of network use agreement (severe) – pornography, inappropriate chat rooms, etc.	OSS(1) CP/CR	OSS(2) CP/IC	L4
Sale or distribution of pornography, obscene literature, videos, etc.	ISS(1) CP/CR ROC	ISS(5) CP/IC ROC	OSS(3) CP/IAT ROC
Discharging fire extinguisher	ISS(3) REST/CP	OSS(3) REST/CP IC	L4
Directing profanity, vulgar language, or obscene gestures towards other students, staff, or visitors	ISS(1)/CP	ISS(2)/CP	ISS(3)/CP CR
Simple physical assault on school faculty/staff member (simple assault = assault that does not result in serious injury and no weapon is used. Not resulting in injury.)	ISS(2)	OSS(3)	L4

\*These are some examples, consequences, and options, but are not all inclusive. After the third offense, each behavior violation will move to Level 4, unless otherwise noted.



Level 4 - Behavior offenses that seriously endanger the health and safety of others:

Level 4 offenses will be managed by the Head of School and/or his/her designee. For safety, actions may demand immediate removal.

Level 4 referrals require immediate and direct referrals to managing authorities. Due to the potentially dangerous and criminal nature of Level 4 violations, offenses remain cumulative and may involve referrals for appropriate legal action.

Examples of Level 4 behaviors include: chronic Level 3 behaviors; extortion/coercion/

blackmail - obtaining money or other things of value from an unwilling person or forcing an individual to act through the use of force or the threat of force; bomb threats or intentional/false fire alarms; possession/use/transfer of dangerous weapons - any weapon, knife, gun, BB gun, pellet gun, mace, box cutters or instrument/article that might be injurious to a person or property; major vandalism or theft exceeding \$100 in damage; assault (verbally or physically) - an intentional, unlawful act to do violence to another person - aggravated assault: inflicts serious injury and/or use of a dangerous weapon; inappropriate sexual behaviors - indecent exposure, fondling, heavy petting, etc.; and other criminal offenses.

Recommended disciplinary options for Level Four: For all students, all Level 4 violations require the following:

parent/legal guardian contact – mandatory; or IAT referral. Other consequences may be chosen in addition to the above mandatory action including: warning; corrective instruction; class management plan; student conference; detention; removal of privileges such as extracurricular activities; in-school suspension; confiscation; and/or time out. These are some examples/options, but are not all-inclusive.

*Appendix 16*

*Insurance quote*

# **INSURANCE PEOPLE**

Below are the **estimated annual premiums** Bridges Preparatory School  
Beaufort County, SC

**Property Premium Estimate** **\$2,500**

Contents	\$300,000
Deductible	\$1,000
Form	Special

**General Liability Premium Estimate** **\$4,601**

<b>Rating Basis:</b>	Students	400
	Faculty	26

**Limits:**

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence
	\$3,000,000 aggregate

Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate
School District & Educators Legal Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

**Fidelity Bond Estimate** **\$332**

Limit \$250,000

**Auto Premium Estimate** **\$181**

Hired & Non Owned Autos Only

Limit of Liability \$1,000,000

<b>Head of Class Endorsement</b>		<b>\$82</b>
<b>Workers Compensation Premium Estimate</b>		<b>\$10,600</b>
Statutory State- SC		
Employers Liability	\$500/\$500/\$500	
Payroll Estimate	\$962,400	
<b>Umbrella Premium Estimate</b>		<b>\$2,387</b>
Limit of Liability	\$1,000,000	
<b>TOTAL ESTIMATED PREMIUM</b>		<b>\$20,683.00</b>
Student Accident Coverage		\$7.00 per student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverage's used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverage's. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

South Carolina Agent license #401162

## *Appendix 17*

### **Statement of Assurances**

This form must be signed by a duly authorized representative of the applicant group and submitted with the Charter School Application.

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

- A. Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
- B. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located.
- C. Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or, in the case of the South Carolina Public Charter School District (SCPCSD), the local school district in which the charter school is located.
- D. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools.
- E. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools.
- F. Will report to its sponsor and the South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the Charter School may receive.
- G. Will use the same pupil accounting system as required of public schools and districts.
- H. Will employ noncertified teachers in a ratio of up to 25 percent of its entire teaching staff (10 percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in the No Child Left Behind Act.
- I. Will employ one administrative staff member who is certified or experienced in the field of school administration.
- J. Will be secular in its curriculum, programs, governance, and all other operations.

- K. Will comply with the Freedom of Information Act.
- L. Will comply with the No Child Left Behind legislation.
- M. Will adhere to all provisions of reporting student truancy, discipline incidents, and persistently dangerous situations as required by No Child Left Behind.
- N. Will assume liability for the activities of the charter school and will indemnify and hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.
- O. Will report to its sponsor and the SCDE any changes to information provided under its application in a timely manner.
- P. Will report at least annually to its sponsor and the SCDE all information required by the sponsor and by the SCDE, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff.
- Q. Will adhere to all provisions of federal law relating to students with disabilities, including Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable.
- R. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- S. Will comply with S.C. Code Ann. § 59-63-235 (2004), which provides for the expulsion of any student who brings a firearm to school.
- T. Will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).
- U. Will comply with any school district desegregation plan or order in effect.
- V. Will adhere to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form.
- W. Understand that, as a charter, we gain autonomy to make decisions in exchange for accountability to our authorizer.

\_\_\_\_\_  
Name of Charter School Planning Committee Chair

\_\_\_\_\_  
Date

---

Signature of Charter School Planning Committee Chair

---

Date

*Appendix 18*

*Speaking and Listening Rubric from Paideia Seminar*

<i><b>Demands and Qualities</b></i>	<b>Not Yet</b>
<p>Attention</p> <p>Engagement</p> <p>Articulation</p> <p>Explanation (Justification)</p> <p>Expansion</p> <p>Connection</p>	<ul style="list-style-type: none"> <li>• Does not look at the person speaking</li> <li>• Occasionally turns and talks to person sitting nearby while another person is speaking</li> <li>• Does not take notes related to the ideas being discussed</li> <li>• Makes barely audible statements</li> <li>• Makes simple, somewhat unrelated or repetitive points/statements</li> <li>• Draws conclusions based on a single perspective</li> <li>• Does not ask questions</li> <li>• Does not refer to what else has been said</li> </ul>
<i><b>Demands and Qualities</b></i>	<b>Proficient</b>
<p>Attention</p> <p>Engagement</p>	<ul style="list-style-type: none"> <li>• Looks at the person speaking during most of the discussion</li> <li>• Rarely talks while another is speaking</li> </ul>



<p>Articulation</p> <p>Explanation (Justification)</p> <p>Expansion</p> <p>Connection</p>	<ul style="list-style-type: none"> <li>• Occasionally takes notes related to the ideas being discussed</li> <li>• Gives way to another as a way of sharing the talk time</li> <li>• Makes clear and accurate statements; generally speaks at appropriate pace, volume; uses relevant vocabulary and grammar</li> <li>• Provides points/ statements about the discussion topic noting details related to sequence, category, purpose, or point of view.</li> <li>• Refers to the text or another relevant source</li> <li>• Considers another point of view and states personal bias</li> <li>• Asks authentic questions</li> <li>• Paraphrases what else has been said</li> </ul>
<p><b><i>Demands and Qualities</i></b></p>	<p style="text-align: center;"><b>Advanced</b></p>
<p>Attention</p> <p>Engagement</p> <p>Articulation</p>	<ul style="list-style-type: none"> <li>• Looks at the person speaking during the discussion</li> <li>• Does not talk while another is speaking</li> <li>• Consistently takes notes related to the ideas being discussed</li> <li>• Gives way to another as a way of sharing the talk time</li> <li>• Makes clear and accurate statements; consistently speaks at appropriate pace, volume; uses relevant</li> </ul>

Explanation (Justification)	vocabulary and grammar
Expansion	<ul style="list-style-type: none"> <li>• Provides insight related to fallacies within the text; Tests assumptions and explores inferences</li> <li>• Refers to the text or another relevant source</li> <li>• Illuminates relevance; Notes positive/negative implications</li> </ul>
Connection	<ul style="list-style-type: none"> <li>• Acknowledges difference in own perspectives—before and now</li> <li>• Adds to previous statement by offering a more global/holistic interpretation</li> <li>• Refers to another facet of an idea or another’s comment</li> <li>• Considers multiple points of view while acknowledging personal bias</li> <li>• Asks authentic, thought-provoking, open-ended questions</li> </ul>

*Appendix 19*

## PAIDEIA SEMINAR TEXT RUBRIC

This rubric was developed by a team of teachers who are experienced in selecting seminar texts for a variety of settings. Use this tool to establish the quality of a text. Regard “3” as indicating a strong text on that characteristic and “12” as indicating a strong text on all four characteristics. For best results, involve several evaluators in applying this (or any) rubric.

<b>Criteria</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>Ideas and Values</b>	Addresses several ideas and values	Addresses a few ideas and values	Addresses an idea or value	
<b>Degree of Challenge</b>	Few participants fully comprehend without assistance	Some participants fully comprehend without assistance	All participants fully comprehend without assistance	
<b>Relevance</b>	Clearly related to curriculum and/or students' lives	Somewhat related to curriculum and/or students' lives	Limited in relation to curriculum and/or students' lives	
<b>Ambiguity</b>	Open to wide variety of interpretations	Open to several interpretations	Open to few interpretations	

Total\_\_\_\_\_

## Appendix 20

### Sample Character Development Rubric

Core Values	Honesty	Integrity	Respect	Confidence	Responsibility	Courtesy
<b>Levels of Commitment</b>						
<b>4 Points</b> <b>Responsibility for Self and Others</b>	Is trustworthy. Is supportive of others and helps others take responsibility for their actions. Independently takes some risk in sharing ideas openly.	Reflects habits of good living in all aspects of life. Develops and meets individual and group goals and disciplines.	Supports others with positive comments. Helps others and self to follow directions. Willingly works with a group.	Demonstrates reliance or trust. A feeling of self assurance.	Conscientiously performs and accepts tasks willingly. Displays ownership for work completed and any actions. Dependable.	Considerate, forgiving, and caring. Acknowledges other people's feelings and offers comfort.
<b>3 Points</b> <b>Involvement</b>	Takes responsibility for own actions and work. Takes some risk in sharing ideas with encouragement from others.	Models appropriate behaviors and recognizes expectations.	Makes positive comments and "put ups" some of the time. Willingly works with a partner. Hears and sees.	Demonstrates some reliance or trust. Has some feeling of self assurance.	Offers positive input to others and situations.	Is aware of others feelings and responds to their needs.
<b>2 Points</b> <b>In Control</b>	Takes responsibility for own actions and work with some encouragement from others.	Lives within limits and is accepting of those guidelines.	Keeps self from calling others names. Keeps self from striking or pushing others. Keeps self from using negative comments, negative body language and "put downs". Allows others to hear and see.	Is unsure of self assurance. Does not completely trust or have reliance.	Keeps self from performing negative acts - acting out.	Is aware of others feelings but ignores them.
<b>1 Point</b> <b>Irresponsibility</b>	Does not take responsibility for own actions and work. Denies any wrong-doing.	Acts out in a disruptive manner which is harmful to self and others.	Calls people names. Strikes or pushes others. Uses negative comments, negative body language, or "put downs".	Is not sure of self at all. Does not demonstrate reliance or trust.	Does not take ownership for negative actions or words.	Hurtful, with little or no regard for how others feel.

\* Adapted from the rubric in the article "A Character Development Rubric" appeared in the spring, 1998 I.A.H.P.E.R.D. Journal. A Character Development Rubric by, J. Ed Forakern - Wickham Elementary School.

***Appendix 21***  
***Resource Material***

BPS Charter Planning Committee would like to acknowledge the following sources and/or persons that may have contributed to the development of this Charter:

- South Carolina Public Charter School District
- Public Charter School Alliance of South Carolina
- Spartanburg Charter School
- Youth Leadership Academy
- GenMove USA
- The First Tee National School Program
- The Paideia National Organization
- South Carolina Department of Education
- Beaufort County School District
- Kelley-Moser Consulting
- Creative Educational Consulting
- Carolina School for the Inquiry
- 4-H of South Carolina/ Clemson Extension Service
- York Preparatory Academy

