

Compliance with Changes in Laws, Constitutional Provisions, and/or Regulations

Upon enactment, changes in a law, constitutional provision, or regulation that relate to this charter school application are considered to be incorporated into the contract, if any, between the Academy of Hope and the Horry County Board of Education, and in the case of any contradictory language caused by the enactment, the language in the law, constitutional provision, or regulation shall prevail and become part of the contract with the understanding that such changes shall not be considered a material revision in the contract.

1. Program

A. Charter School Mission Statement

The mission of the Academy of Hope is to maximize the potential inherent in every student by building character, promoting critical thinking, encouraging intellectual curiosity, cultivating entrepreneurship and instilling a sense of global responsibility.

Academy of Hope's fundamental purpose is to enable the students of Horry County to excel as scholars, professionals and citizens by offering unique opportunities that will challenge their intellectual abilities and give them hope to dream. Such opportunities include meaningful, rigorous coursework that will ultimately serve as a catalyst to affect positive change on both local and global platforms.

Academy of Hope will support the South Carolina Charter School Act by improving student learning, increase learning opportunities for students, incorporate a variety of teaching methods, establish new forms of accountability, and by also providing teachers with meaningful professional development. AOH will fully comply with Section 59-40-50(B)(4) of the Charter School Act; said compliance is explained in greater detail in AOH's Statement of Assurances, which can be found in **Appendix A**.

By supporting the South Carolina Charter Schools Act, Academy of Hope will assist South Carolina in meeting academic excellence.

B. Educational Program

AOH 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 expect to open for the 2011-2012 school year with two classes each of grades Kindergarten through Four and will expand a grade level each year to ultimately accommodate students in grades Kindergarten through Eight. Our student projections are as follows (this table can also be found in **Appendix B**):

Table 1. Student Enrollment Projections

GRADE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Kindergarten	40	40	40	40	40
1 st Grade	40	40	40	40	40
2 nd Grade	40	40	40	40	40
3 rd Grade	40	40	40	40	40
4 th Grade	40	40	40	40	40
5 th Grade	0	40	40	40	40
6 th Grade	0	0	40	40	40
7 th Grade	0	0	0	40	40
8 th Grade	0	0	0	0	40
TOTAL	200	240	280	320	360

i. Goals and Objectives

AOH's goals and objectives reflect the school's mission and our purpose to assist South Carolina in reaching academic excellence by improving student learning, increasing learning opportunities for students, and creating new professional opportunities for teachers. The AOH educational program is designed to address the South Carolina Curriculum Standards established by the Education Oversight Committee, and we intend to meet or exceed state performance standards.

Goal 1. AOH will cultivate international business acumen in its students.	
Objectives	
1.A	<p>In year one of the charter, at least 80% of students will score a 3 or above on an AOH-developed rubric in the proficiency of Mandarin or Spanish.</p> <p>In year two of the charter, at least 83% of students will score a 3 or above on an AOH-developed rubric in the proficiency of Mandarin or Spanish.</p> <p>In year three of the charter, at least 85% of students will score a 3 or above on an AOH-developed rubric in the proficiency of Mandarin or Spanish.</p> <p>In year four of the charter, at least 88% of students will score a 3 or above on an AOH-developed rubric in the proficiency of Mandarin or Spanish.</p> <p>In years five through ten of the charter, at least 90% of students will score a 3 or above on an AOH-developed rubric in the proficiency of Mandarin or Spanish.</p>
1.B	<p>In year one of the charter, at least 80% of students will score a 3 or above on an AOH-developed rubric for the completion of age-appropriate business documents (e.g. resume, cover letter, business plan).</p> <p>In year two of the charter, at least 83% of students will score a 3 or above on an AOH-developed rubric for the completion of age-appropriate business documents (e.g. resume, cover letter, business plan).</p> <p>In year three of the charter, at least 85% of students will score a 3 or above on an AOH-developed rubric for the completion of age-appropriate business documents (e.g. resume, cover letter, business plan).</p> <p>In year four of the charter, at least 88% of students will score a 3 or above on an AOH-developed rubric for the completion of age-appropriate business documents (e.g. resume, cover letter, business plan).</p> <p>In years five through ten of the charter, at least 90% of students will score a 3 or above on an AOH-developed rubric for the completion of age-appropriate business documents (e.g. resume, cover letter, business plan).</p>
1.C	<p>100% of 8th grade students will graduate from AOH having completed a yearlong international business-focused capstone project and an Individual Graduation Plan.</p>

Goal 2. AOH will sharpen student critical thinking and problem solving skills.	
Objectives	
2.A	<p>In year one of the charter, at least 62% of 3rd graders and at least 75% of 4th graders will score at or above grade level on the Science section of the PASS. In year one of the charter, at least 77% of 3rd graders and 83% of 4th graders will score at or above grade level on the Math section of the PASS.</p> <p>In year two of the charter, at least 62% of 3rd graders, at least 75% of 4th graders, and at least 70% of 5th graders will score at or above grade level on the Science section of the Pass. In year two of the charter, at least 77% of 3rd graders, at least 83% of 4th graders, and at least 78% of 5th graders will score at or above grade level on the Math section of the PASS.</p> <p>In year three of the charter, at least 62% of 3rd graders, at least 75% of 4th graders, at least 70% of 5th graders, and at least 64% of 6th graders will score at or above grade level on the Science section of the Pass. In year three of the charter, at least 77% of 3rd graders, at least 83% of 4th graders, at least 78% of 5th graders, and at least 76% of 6th graders will score at or above grade level on the Math section of the PASS.</p> <p>In year four of the charter, at least 62% of 3rd graders, at least 75% of 4th graders, at least 70% of 5th graders, at least 64% of 6th graders, and at least 77% of 7th graders will score at or above grade level on the Science section of the PASS. In year four of the charter, at least 77% of 3rd graders, at least 83% of 4th graders, at least 78% of 5th graders, at least 76% of 6th graders, and at least 70% of 7th graders will score at or above grade level on the Math section of the PASS.</p> <p>In years five through ten of the charter, at least 62% of 3rd graders, at least 75% of 4th graders, at least 70% of 5th graders, at least 64% of 6th graders, at least 77% of 7th graders, and at least 70% of 8th graders will score at or above grade level on the Science section of the PASS. In years five through ten of the charter, at least 77% of 3rd graders, at least 83% of 4th graders, at least 78% of 5th graders, at least 76% of 6th graders, at least 70% of 7th graders, and at least 68% of 8th graders will score at or above grade level on the Math section of the PASS.</p>
2.B	<p>100% of 8th grade students will graduate from AOH having completed an original, independently researched semester-long math or science project, topic to be determined by student with teacher approval.</p>

Goal 3. AOH will improve student aptitude in the assessment and communication of information.

Objectives	
3.A	<p>In year one of the charter, at least 80% of students will score a 3 or above on an AOH-developed rubric on a research paper and corresponding public presentation, topic to be determined with teacher approval.</p> <p>In year two of the charter, at least 83% of students will score a 3 or above on an AOH-developed rubric on a research paper and corresponding public presentation, topic to be determined with teacher approval.</p> <p>In year three of the charter, at least 85% of students will score a 3 or above on an AOH-developed rubric on a research paper and corresponding public presentation, topic to be determined with teacher approval.</p> <p>In year four of the charter, at least 88% of students will score a 3 or above on an AOH-developed rubric on a research paper and corresponding public presentation, topic to be determined with teacher approval.</p>

3.A (continued)	In years five through ten of the charter, at least 90% of students will score a 3 or above on an AOH-developed rubric on a research paper and corresponding public presentation, topic to be determined with teacher approval.
3.B	100% of 8 th grade students will graduate from AOH having completed a multimedia presentation demonstrating the ability to analyze and communicate advanced material, topic to be determined by students with teacher approval.

(An example of an assessment rubric to potentially be adopted by AOH can be found in

Appendix C.)

Strategies to Accomplish Goals and Objectives

Academy of Hope's strategies for achieving our goals will include, but are not limited to: a year-round academic calendar; an International Business Program; single-gender math and science classes; built-in intervention periods; before and after school

tutoring; portfolios for students and teachers; and unlimited access to cutting-edge technology.

YEAR-ROUND ACADEMIC CALENDAR

Research evidence implies that “student achievement in year-round schools is either equal to or superior to that of student achievement in traditional calendar schools and that its positive effects may be particularly strong for disadvantaged students” (McMillen, 2001). Consistent with Academy of Hope’s mission to address the needs of Horry County’s underserved student population, we will adopt a year-round academic calendar as one strategy toward improved student achievement. While the AOH academic calendar will meet State standards in that it will offer 180 days of education per school year, our calendar will eliminate the three-month summer recess that has been proven to be detrimental to the process of building upon the previous year’s academic gains.

INTERNATIONAL BUSINESS PROGRAM

The purpose of the International Business Program (IBP) at Academy of Hope is two-fold:

First and foremost, this program will provide students with The Seven Survival Skills for the 21st Century outlined in Tony Wagner’s *The Global Achievement Gap*: Critical Thinking and Problem Solving; Collaboration Across Networks and Leading By Influence; Agility and Adaptability; Initiative and Entrepreneurialism; Effective Oral and Written Communication; Accessing and Analyzing Information; Curiosity and Imagination.

Secondly, the program will provide a period of personal exploration and development for the students in a context that requires them to think globally and on a larger scale than what might be offered them through a standard public school education.

The IBP will accomplish these goals through seminars and classes encompassing subjects such as etiquette, public speaking, resume writing, computer keyboarding and an emphasis on the learning and mastership of at least one foreign language (Mandarin or Spanish).

All Foreign Language teachers, Art/Music teachers, and Physical Education teachers will also be certified Educators of South Carolina through the Program of Alternative Certification of Educators as described in the South Carolina Educator Certification Manual.

SINGLE-GENDER MATH AND SCIENCE CLASSES

AOH will provide students the opportunity to learn and socialize with students of the opposite gender during movement and creative classes, lunch, recess, additional social/recreational activities, and other academic subjects. AOH math and science instruction will however take place in single-gender classes to promote academic gender equity in these subjects. Research evidence supports the idea that single-gender education, particularly in math and the sciences, is superior to coeducation in traditional measures of academic achievement and socio-behavioral variable (please see, for example, Caplice, 1994; Meyer, 2008; Salomone, 2006; Riordan, 1985. Excerpts of these studies can be found in **Appendix D**. Even after controlling for students' academic ability

and other background factors, both girls and boys perform significantly better in single-gender classrooms.

Graduates of schools that offer a single-gender education, either in part or completely, are more likely to go to competitive colleges and more likely to aspire to graduate school or professional school than are graduates of coed schools. Students are more likely to be better behaved; find learning more enjoyable and the curriculum more relevant; have a significantly more positive attitude toward learning ; have higher educational aspirations and more confidence in their abilities; develop better organizational skills; and are more involved in classroom activities.

Academy of Hope's single-gender class program fully complies with the provisions and regulations regarding the implementation of such program by Title IX of the Education Amendments of 1972, in the form of the most recent amendments effective November, 2006. Explanations of AOH's adherence to Title IX's regulations are listed below:

1) Title IX establishes that participation in such single-gender class programs must be through voluntary participation of the student, as established in § 106.34(b)(1)(iii). As AOH's enrollment of students is through a lottery, all students, and their parents/legal guardians, will be aware of all AOH programs prior to submitting entry for admission. Thus, entry into AOH's lottery for enrollment is explicit indication of completely voluntary enrollment in said program. The AOH Planning Committee, and the future Board, will actively advertise and provide information to potential students and families to ensure knowledge of this voluntary participation.

Further, Title IX indicates that participation in single-sex classes is not fully voluntary unless the student is offered a coeducational class in the same subject area at the same level. As the Horry County School District already offers coeducational classes for all subjects in all grades, AOH's single-gender class program provides an alternative educational option for Horry County students.

2) In accordance with Title IX § 106.34(b)(4), AOH will conduct extensive evaluations of its single-sex classes and their effectiveness at least every two (2) years to comply with procedural requirements of periodic evaluations.

The Academy of Hope will adopt all policies and procedures utilized by the Horry County School Board concerning single gender education classes.

BUILT-IN INTERVENTION PERIODS

At AOH, students will participate in an Intervention Period each school day that focuses on needs-based enrichment and remediation. Teachers will utilize technology to reinforce skill mastery. Teacher-created assessments will be administered to the students several times a year and reviewed to guide individualized instruction. During the Intervention Period, teachers and Academic Coaches will utilize standards-based resources such as standards-based specific quizzes in all core subject areas; and standards-specific instructional websites to aid in instruction.

The teacher from the class that comes either before or after the Intervention Period will lead the individualized instruction. The teachers will participate in weekly planning sessions to review assessment data to plan instruction for the students. The Academic Coaches will provide additional support during the Intervention Period in order to allow the teacher more opportunities for one on one and small group instruction.

Pre-functional (ELDA 1) and beginner (ELDA 2) ELL students will be placed together during the Intervention Period in order to better meet their needs. Intermediate (ELDA 3) and advanced (ELDA 4 & 5) ELL students will participate in the Intervention Period with their non-ELL peers.

BEFORE AND AFTER SCHOOL TUTORING

Students will be given the opportunity to have additional skill specific enrichment and remediation in the Before- and After-School Tutorial Program at Academy of Hope. An Academic Coach will be the coordinator of the program. Tutors for the program will provide services for the students that include standards-based enrichment, standards-based remediation, and homework assistance.

DIGITAL STUDENT AND TEACHER PORTFOLIOS

All students and educators will be required to maintain digital portfolios that follow them from year to year as a record of what they have done and how they have gotten there. Teachers can utilize their portfolios to showcase their teaching methods and to collaborate with other teachers. Students can show their parents and friends the work that they have done, and the community can see how project-based learning enables students to do and learn.

UNLIMITED ACCESS TO CUTTING-EDGE TECHNOLOGY

AOH recognizes that without fluency in today's most cutting-edge technological methods of acquiring and analyzing information, students will be at a disadvantage with regard to upward mobility and the ability to compete on a global level. We will therefore offer thorough, extensive education in typing skills, computer use, online research

methods and opportunities for real-time internet-based interaction across cities, states and continents for all AOH students, beginning in Kindergarten.

ii. Academic Standards

AOH 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 curriculum standards, as the academic standards adopted by the State Board of Education will serve as the foundation for curriculum design decisions. The state standards in the core subjects – English Language Arts, Math, Science, Social Studies, and Physical Education – for grades Kindergarten through Eight are as follows:

Academic Standards for Kindergarten	
English Language Arts	
<ul style="list-style-type: none"> • The student will begin to read and comprehend a variety of literary texts in print and non-print formats. • The student will begin to read and comprehend a variety of informational texts in print and non-print formats. • The student will learn to read by applying appropriate skills and strategies. • The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English • The student will begin writing for a variety of purposes and audiences. • The student will access and use information from a variety of sources. 	
Mathematics	
<ul style="list-style-type: none"> • The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. • The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relationships, sets, and place values. • The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classification based on attributes. • The student will demonstrate through the mathematical processes an emerging sense of two- and three-dimensional geometric shapes and relative positions in space. • The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time, and temperature. 	

<ul style="list-style-type: none"> The student will demonstrate through the mathematical processes an emerging sense of organizing and interpreting data.
Science
<ul style="list-style-type: none"> The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation. The student will demonstrate an understanding of the characteristics of organisms. (Life Science) The student will demonstrate an understanding of the distinct structures of human body and the different functions they serve. (Life Science) The student will demonstrate an understanding of seasonal weather changes. (Earth Science) The student will demonstrate the understanding that objects can be described by their observable properties. (Physical Science)
Social Studies
<ul style="list-style-type: none"> The student will demonstrate an understanding of the way families live and work together now and the way they lived and worked together in the past. The student will demonstrate an understanding of rules and authority in a child's life. The student will demonstrate an understanding of key American figures and symbols. The student will demonstrate an understanding of good citizenship. The student will demonstrate an understanding of his or her surroundings.
Physical Education
<ul style="list-style-type: none"> The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain) The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain) The student will participate regularly in physical activity. (Psychomotor Domain) The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain) The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain) The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

Academic Standards for 1st Grade
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English Language Arts

- The student will read and comprehend a variety of literary texts in print and non-print formats.
- The student will read and comprehend a variety of informational texts in print and non-print formats.
- The student will learn to read by applying appropriate skills and strategies.
- The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- The student will write for a variety of purposes and audiences.
- The student will access and use information from a variety of sources.

Mathematics

- The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
- The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.
- The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.
- The student will demonstrate through the mathematical processes a sense of two- and three-dimensional geometric shapes, symmetry, and relative positions and directions in space.
- The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.
- The student will demonstrate through the mathematical processes a sense of collecting, organizing, and interpreting data and of making predictions on the basis of data.

Science

- The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
- The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)
- The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)
- The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)
- The student will demonstrate an understanding of the positions and motions of objects. (Physical Science)

<p>Social Studies</p> <ul style="list-style-type: none"> • The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world. • The student will demonstrate an understanding of home, school, and other settings across the world. • The student will demonstrate an understanding of how government functions and how government affects families. • The student will demonstrate an understanding of the foundations and principles of American democracy. • The student will demonstrate an understanding of the role of citizens in the American democracy. • The student will demonstrate an understanding of how and why people make economic choices and the importance of these choices for families.
<p>Physical Education</p> <ul style="list-style-type: none"> • The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain) • The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain) • The student will participate regularly in physical activity. (Psychomotor Domain) • The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain) • The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain) • The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

<p>Academic Standards for 2nd Grade</p>
<p>English Language Arts</p> <ul style="list-style-type: none"> • The student will read and comprehend a variety of literary texts in print and non-print formats. • The student will read and comprehend a variety of informational texts in print and non-print formats. • The student will use word analysis and vocabulary strategies to read fluently. • The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions

of written Standard American English.

- The student will write for a variety of purposes and audiences.
- The student will access and use information from a variety of sources.

Mathematics

- The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
- The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.
- The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.
- The student will demonstrate through the mathematical processes an understanding of basic spatial reasoning and the connection between the identification of basic attributes and the classification of three-dimensional shapes.
- The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time, and temperature.
- The student will demonstrate through the mathematical processes an understanding of creating questions to collect data, organizing data, describing trends of a data set, and making predictions based on data.

Science

- The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
- The student will demonstrate an understanding of the needs and characteristics of animals as they interact in their own distinct environments. (Life Science)
- The student will demonstrate an understanding of daily and seasonal weather conditions. (Earth Science)
- The student will demonstrate an understanding of the properties of matter and the changes that matter undergoes. (Physical Science)
- The student will demonstrate an understanding of force and motion by applying the properties of magnetism. (Physical Science)

Social Studies

- The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.
- The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.
- The student will demonstrate an understanding of origins, structure, and functions of local government.
- The student will demonstrate an understanding of the division of the world geographically into continents and politically into nation-states.
- The student will demonstrate an understanding of trade and markets and the role

of supply and demand in determining the price and allocation of goods within the community.

Physical Education

- The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)
- The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)
- The student will participate regularly in physical activity. (Psychomotor Domain)
- The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)
- The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)
- The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

Academic Standards for 3rd Grade

English Language Arts

- The student will read and comprehend a variety of literary texts in print and non-print formats.
- The student will read and comprehend a variety of informational texts in print and non-print formats.
- The student will use word analysis and vocabulary strategies to read fluently.
- The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- The student will write for a variety of purposes and audiences.
- The student will access and use information from a variety of sources.

Mathematics

- The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
- The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.
- The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.
- The student will demonstrate through the mathematical processes an

<p>understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes.</p> <ul style="list-style-type: none"> • The student will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygons; and the values and combinations of coins required to make change. • The student will demonstrate through the mathematical processes an understanding of organizing, interpreting, analyzing and making predictions about data, the benefits of multiple representations of a data set, and the basic concepts of probability.
<p>Science</p> <ul style="list-style-type: none"> • The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation. • The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (Life Science) • The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science) • The student will demonstrate an understanding of the changes in matter that are caused by heat. • The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)
<p>Social Studies</p> <ul style="list-style-type: none"> • The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina. • The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States. • The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation. • The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina's role in these events. • The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.
<p>Physical Education</p> <ul style="list-style-type: none"> • The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain) • The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain) • The student will participate regularly in physical activity. (Psychomotor Domain) • The student will achieve and maintain a health-enhancing level of physical

<p>fitness. (Psychomotor Domain)</p> <ul style="list-style-type: none"> • The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain) • The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)
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Academic Standards for 4th Grade
English Language Arts
<ul style="list-style-type: none"> • The student will read and comprehend a variety of literary texts in print and non-print formats. • The student will read and comprehend a variety of informational texts in print and non-print formats. • The student will use word analysis and vocabulary strategies to read fluently. • The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. • The student will write for a variety of purposes and audiences. • The student will access and use information from a variety of sources.
Mathematics
<ul style="list-style-type: none"> • The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. • The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals. • The student will demonstrate through the mathematical processes an understanding of numeric and nonnumeric patterns, the representation of simple mathematical relationships, and the application of procedures to find the value of an unknown. • The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system. • The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area. • The student will demonstrate through the mathematical processes an understanding of the impact of data-collection methods, the appropriate graph for categorical or numerical data, and the analysis of possible outcomes for a simple event.
Science

- The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
- The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)
- The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)
- The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)
- The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)

Social Studies

- The student will demonstrate an understanding of the exploration of the New World.
- The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.
- The student will demonstrate an understanding of the conflict between the American colonies and England.
- The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.
- The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.
- The student will demonstrate an understanding of the Civil War and its impact on America.

Physical Education

- The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)
- The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)
- The student will participate regularly in physical activity. (Psychomotor Domain)
- The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)
- The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)
- The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

Academic Standards for 5th Grade	
English Language Arts	
<ul style="list-style-type: none"> • The student will read and comprehend a variety of literary texts in print and non-print formats. • The student will read and comprehend a variety of informational texts in print and non-print formats. • The student will use word analysis and vocabulary strategies to read fluently. • The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. • The student will write for a variety of purposes and audiences. • The student will access and use information from a variety of sources. 	
Mathematics	
<ul style="list-style-type: none"> • The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. • The student will demonstrate through the mathematical processes an understanding of the place value system; the division of whole numbers; the addition and subtraction of decimals; the relationships among whole numbers, fractions, and decimals; and accurate, efficient, and generalizable methods of adding and subtracting fractions. • The student will demonstrate through the mathematical processes an understanding of the use of patterns, relations, functions, models, structures, and algebraic symbols to represent quantitative relationships and will analyze change in various contexts. • The student will demonstrate through the mathematical processes an understanding of congruency, spatial relationships, and relationships among the properties of quadrilaterals. • The student will demonstrate through the mathematical processes an understanding of the units and systems of measurement and the application of tools and formulas to determine measurements. • The student will demonstrate through the mathematical processes an understanding of investigation design, the effect of data-collection methods on a data set, the interpretation and application of the measures of central tendency, and the application of basic concepts of probability. 	
Science	
<ul style="list-style-type: none"> • 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. • The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science) • The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science) • The student will demonstrate an understanding of properties of matter. (Physical Science) • The student will demonstrate an understanding of the nature of force and motion. 	

(Physical Science)
Social Studies
<ul style="list-style-type: none"> • The student will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States. • The student will demonstrate an understanding of the continued westward expansion of the United States. • The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States' becoming a world power. • The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. • The student will demonstrate an understanding of the social, economic, and political events that influenced the United States during the Cold War era. • The student will demonstrate an understanding of developments in the United States since the fall of the Soviet Union and its satellite states in 1992.
Physical Education
<ul style="list-style-type: none"> • The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain) • The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain) • The student will participate regularly in physical activity. (Psychomotor Domain) • The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain) • The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain) • The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

Academic Standards for 6th Grade
English Language Arts
<ul style="list-style-type: none"> • The student will read and comprehend a variety of literary texts in print and non-print formats. • The student will read and comprehend a variety of informational texts in print and non-print formats. • The student will use word analysis and vocabulary strategies to read fluently. • The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. • The student will write for a variety of purposes and audiences.

- The student will access and use information from a variety of sources.

Mathematics

- The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
- The student will demonstrate through the mathematical processes an understanding of the concepts of whole-number percentages, integers, and ratio and rate; the addition and subtraction of fractions; accurate, efficient, and generalizable methods of multiplying and dividing fractions and decimals; and the use of exponential notation to represent whole numbers.
- The student will demonstrate through the mathematical processes an understanding of writing, interpreting, and using mathematical expressions, equations, and inequalities.
- The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry.
- The student will demonstrate through the mathematical processes an understanding of surface area; the perimeter and area of irregular shapes; the relationships among the circumference, diameter, and radius of a circle; the use of proportions to determine unit rates; and the use of scale to determine distance.
- The student will demonstrate through the mathematical processes an understanding of the relationships within one population or sample.

Science

- 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.
- The student will demonstrate an understanding of structures, processes, and responses of plants that allow them to survive and reproduce. (Life Science)
- The student will demonstrate an understanding of structures, processes, and responses of animals that allow them to survive and reproduce. (Life Science)
- The student will demonstrate an understanding of the relationship between Earth's atmospheric properties and processes and its weather and climate. (Earth Science)
- The student will demonstrate an understanding of the law of conservation of energy and the properties of energy and work. (Physical Science)

Social Studies

- The student will demonstrate an understanding of the transition of humans from nomadic to settled life in the cradles of civilization.
- The student will demonstrate an understanding of life in ancient classical civilizations and their contributions to the modern world.
- The student will demonstrate an understanding of the Middle Ages and the emergence of the nation-states.
- The student will demonstrate an understanding of changing political, social, and

<p>economic cultures in Europe, Asia, Africa, and the Americas.</p> <ul style="list-style-type: none"> • The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and rest of the world. • The student will demonstrate an understanding of the age of European exploration and settlement in the New World.
<p>Physical Education</p> <ul style="list-style-type: none"> • The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain) • The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain) • The student will participate regularly in physical activity. (Psychomotor Domain) • The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain) • The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain) • The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

<p>Academic Standards for 7th Grade</p>
<p>English Language Arts</p> <ul style="list-style-type: none"> • The student will read and comprehend a variety of literary texts in print and non-print formats. • The student will read and comprehend a variety of informational texts in print and non-print formats. • The student will use word analysis and vocabulary strategies to read fluently. • The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. • The student will write for a variety of purposes and audiences. • The student will access and use information from a variety of sources.
<p>Mathematics</p> <ul style="list-style-type: none"> • The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. • The student will demonstrate through the mathematical processes an understanding of the representation of rational numbers, percentages, and square roots of perfect squares; the application of ratios, rates, and proportions to solve problems; accurate, efficient, and generalizable methods for operations with integers; the multiplication and division of fractions and decimals; and the inverse relationship between squaring and finding the square roots of perfect squares. • The student will demonstrate through the mathematical processes an understanding of proportional relationships. • The student will demonstrate through the mathematical processes an

<p>understanding of proportional reasoning, tessellations, the use of geometric properties to make deductive arguments, the results of the intersection of geometric shapes in a plane, and the relationships among angles formed when a transversal intersects two parallel lines.</p> <ul style="list-style-type: none"> • The student will demonstrate through the mathematical processes an understanding of how to use ratio and proportion to solve problems involving scale factors and rates and how to use one-step unit analysis to convert between and within the U.S. Customary System and the metric system. • The student will demonstrate through the mathematical processes an understanding of the relationships between two populations or samples.
<p>Science</p> <ul style="list-style-type: none"> • 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. • The student will demonstrate an understanding of the structure and function of cells, cellular reproduction, and heredity. (Life Science) • The student will demonstrate an understanding of the functions and interconnections of the major human body systems, including the breakdown in structure or function that disease causes. (Life Science) • The student will demonstrate an understanding of how organisms interact with and respond to the biotic and abiotic components of their environment. (Earth Science, Life Science) • The student will demonstrate an understanding of the classifications and properties of matter and the changes that matter undergoes. (Physical Science)
<p>Social Studies</p> <ul style="list-style-type: none"> • The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world gov't in the 17th & 18th centuries. • The student will demonstrate an understanding of the concept of absolute monarchies and constitutional government in the seventeenth and eighteenth centuries. • The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848. • The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries. • The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century. • The student will demonstrate an understanding of international developments in the post–World War II world, including the impact of the Cold War on the world.
<p>Physical Education</p> <ul style="list-style-type: none"> • The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain) • The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

- The student will participate regularly in physical activity. (Psychomotor Domain)
- The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)
- The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

Academic Standards for 8th Grade

English Language Arts

- The student will read and comprehend a variety of literary texts in print and non-print formats.
- The student will read and comprehend a variety of informational texts in print and non-print formats.
- The student will use word analysis and vocabulary strategies to read fluently.
- The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- The student will write for a variety of purposes and audiences.
- The student will access and use information from a variety of sources.

Mathematics

- The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
- The student will demonstrate through the mathematical processes an understanding of operations with integers, the effects of multiplying and dividing with rational numbers, the comparative magnitude of rational and irrational numbers, the approximation of cube and square roots, and the application of proportional reasoning.
- The student will demonstrate through the mathematical processes an understanding of equations, inequalities, and linear functions.
- The student will demonstrate through the mathematical processes an understanding of the Pythagorean theorem; the use of ordered pairs, equations, intercepts, and intersections to locate points and lines in a coordinate plane; and the effect of a dilation in a coordinate plane.
- The student will demonstrate through the mathematical processes an understanding of the proportionality of similar figures; the necessary levels of accuracy and precision in measurement; the use of formulas to determine circumference, perimeter, area, and volume; and the use of conversions within and between the U.S. Customary System and the metric system.
- The student will demonstrate through the mathematical processes an understanding of the relationships between two variables within one population or sample.

<p>Science</p> <ul style="list-style-type: none"> • 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. • The student will demonstrate an understanding of Earth’s biological diversity over time. (Life Science, Earth Science) • The student will demonstrate an understanding of materials that determine the structure of Earth and the processes that have altered this structure. (Earth Science) • The student will demonstrate an understanding of the characteristics, structure, and predictable motions of celestial bodies. (Earth Science) • The student will demonstrate an understanding of the effects of forces on the motion of an object. (Physical Science)
<p>Social Studies</p> <ul style="list-style-type: none"> • The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans. • The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina’s part in the development of that nation. • The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time. • The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina. • The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. • The student will demonstrate an understanding of South Carolina’s development during the early twentieth century.
<p>Physical Education</p> <ul style="list-style-type: none"> • The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain) • The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain) • The student will participate regularly in physical activity. (Psychomotor Domain) • The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain) • The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain) • The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The Understanding by Design theory is centered around unpacking the aforementioned academic standards. As such, a sample UbD lesson plan that includes standards analysis can be found in **Appendix E**.

AOH will adopt the academic standards established by the State Board of Education and approved by the State Board of Education and the South Carolina Legislature. AOH believes these standards are clearly defined, rigorous, and appropriately challenging. During the planning process the AOH Planning Committee discussed the proposed educational program and committed to these academic standards. AOH 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.

They require close cooperation among the instructional personnel who will implement the curriculum as well as continuous research, experimentation and critical analysis. The AOH 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 that 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 and materials that are state-adopted or have been correlated to state standards. Any new materials not correlated with state standards will be correlated by a committee of appropriate subject area or grade level teachers prior to their use in the classroom.

The following information details the various processes that will be used at Academy of Hope to promote student mastery of South Carolina’s student academic standards.

Building Academic Vocabulary

With the advent of more rigorous standards, it is more important to provide a strong foundation in order to have necessary tools to assist in bridging the achievement gap. Resources such as *Building Background Knowledge for Academic Achievement* (Marzano, 2004) will be utilized in developing a vocabulary program that will offer strategies and suggestions for delivery of the terms.

The rationale behind building academic vocabulary is to provide students with a broad base of background knowledge that will be addressed in the core curriculum. By providing a broad base of background knowledge, students with varied experiences, such as transferring from school-to-school or district-to-district, students will have a better chance of being on level because of their exposure to common academic terms.

Closing the Achievement Gap

An integrated curriculum will be used that couples differentiated instruction with the Understanding by Design (UBD) method. UBD, or backward design, is a method of teaching that gets to the core of the curriculum and focuses on higher level thinking for the students.

AOH 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. The AOH Planning Committee believes that students respond more positively to the opportunity for success than to the threat of failure. The school seeks,

therefore, 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.

When planning, implementing, and executing performance-based assessments in the classroom, the purpose of the performance-based assessment must be clearly defined. Rubrics will be developed and shared with the students prior to beginning the activity, i.e. with portfolios, capstone projects, or actual performances. Activities chosen must take into account time constraints, availability of resources in the classroom, and how much data is necessary in order to make an informed decision about the quality of a student's performance. After determining an activity, elements of the project must be defined to demonstrate the success of the student's performance. Criteria can be found in local and state curriculums or other published documents, or performance rubrics can be used. Evaluations of performances should take varying degrees into consideration. Feedback on a student's performance either in the form of a narrative report or a grade should be given. Students should also have feedback and time to revise in order to promote mastery (Brualdi 2000).

Evaluating Assessments

When evaluating assessments, numerous decisions are made on a day-to-day basis to improve student learning. Students should be evaluated by a variety of methods.

Assessments guide instruction for students. Prior to an assessment, students should know criteria to such that students fully understand expectations for assignments. Further, to promote mastery of a given tasks, students will be given ample time to receive feedback and to revise their work.

No isolated test score measures the sum total of a student’s knowledge; however, standardized test supporters have identified tests as a way to determine the “success” of individual schools and school districts in order to better meet the needs of the individual students (Prescott 2001). After the implementation of the No Child Left Behind Act of 2001, school leaders have started planning and implementing accountability plans (Schwartzbeck 2004). The NCLB Act has heightened publicity for formal education and has specifically targeted public education. Going above and beyond the norm should be the goal of all educators.

Technology Throughout the Curriculum

Academy of Hope will utilize technology throughout the curriculum whether in core curricular courses or in the International Business Program. Some of the additional resources that will be integrated at Academy of Hope are:

- **Instructional Websites:** Research-based instructional websites will be utilized to assist with instruction, remediation, or enrichment of skills aligned with the State Standards. Students will work independently, in groups, with academic coaches, or with their teachers to demonstrate skill attainment. Examples of such websites

are: IXL.com and knowitall.org

- **Web Quests:** Students will participate in Web Quests to perform research in order to complete assignments, create a portfolio, or capstone project. The Web Quests will be aligned with the State Standards to ensure standards-based instruction.
- **Clickers:** Academy of Hope will utilize various forms of technology to prepare students to interact and thrive in their classroom. *Clickers* are electronic devices that will be used in the classroom to enhance facilitative teaching. *Clickers* are wireless, handheld transmitters that provide teachers immediate feedback on student understanding. The keypads on the transmitters are numbered 1 through 9. As a teacher utilizes multiple choice questions displayed on an overhead projector or an LCD projector, the students answer the questions using the transmitters. The teacher's computer will show the number of correct and incorrect answers in a bar graph. Each device has its own unique number in order to provide the teacher with information on the students' answers to provide immediate feedback that will show each student's level of understanding.
- **Google Apps Education Edition:** Google Apps Education Edition is a free user-friendly, web-based program that is designed to allow students, faculty, and staff to interact with other students and to share information and ideas locally and globally. Google Apps Education Edition provides communication and collaboration applications specifically designed for schools and universities.

iii. Educational and Curricular Program

Academy of Hope will utilize the Understanding By Design (UBD) or Backward Design instructional method for teaching. The backwards design model aligns perfectly with the State of South Carolina's Assisting, Developing, & Evaluating Professional Teaching (ADEPT) in that it encourages teachers to dig deeper when planning instruction. Teachers also must utilize data to drive instruction and reflect on their instructional practices to determine what meets the needs of the students. Data driven instruction is necessary to promote mastery of student academic standards adopted by the South Carolina State Board of Education (SBE).

Teaching and Instructional Methods

It is the belief of the AOH Planning Committee that what makes schools most effective is exceptional teaching. Thus, we will emphasize teachers' specific teaching strategies and offer adequate professional development periods for teachers as well as a Mentorship Program for those teachers who need support and guidance from an older, more experienced educator. One of the teaching philosophies that will distinguish and Academy of Hope education is the concept of "Backwards Design," outlined in Wiggins and McTighe (2007). They outline three stages of planning instruction: Educators must 1) identify desired results, 2) determine acceptable evidence, and then 3) plan learning experiences and instruction.

Stage 1—Identify desired results. Educators must first ask themselves: At the end of this lesson or unit, What should students know, understand, and be able to do? What content is worthy of understanding? What "enduring" understandings are desired? In short, what does mission require us to accomplish in student learning? In Stage 1 we consider our transfer and other learning goals. We frame our priorities in the form of

“understandings sought” and “essential questions” that will become learner habits of mind. We frame our goals being mindful of our obligations and prerequisites for achieving transfer related to the mission. This first stage in the design process calls for clarity about priorities, expressed as achievements.

Stage 2—Determine acceptable evidence. Next, educators must determine: How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and proficiency? Backwards Design encourages the lesson or unit planner to “think like an assessor” *before* designing specific lessons and activities. Thus we consider *in advance* the assessment evidence needed to document and validate the achievement of the desired outcomes identified in Stage 1.

Stage 3—Plan learning experiences and instruction. Lastly, educators will determine: What enabling knowledge and skills will students need in order to perform effectively and achieve desired results? What activities, sequence, and resources are best suited to accomplishing our goals? With clearly identified results and appropriate evidence of understanding in mind, we are now able to identify the most appropriate and effective instructional activities.

Keeping the end in mind through Backward Design helps to cultivate effective and engaging teaching that better facilitates the learning and retention of knowledge. This approach departs from the common practice of thinking about assessment and evaluation as something that happens at the end, once action planning is completed. Rather than creating an evaluation plan near the conclusion, Backward Design requires the development of said plan from the beginning, based around the evidence and indicators related to the goals set. This vital method encourages *planning* intelligent adjustments

along the way to achieve the goals. Only with clear and appropriate evidence in mind can we gauge progress and know when modifications are necessary. Waiting until the end to see how (or if) it worked is simply too late, as any effective coach or sponsor of extracurricular activities will attest.

Thus reformers need to ask the assessor's questions: How will we know if we have achieved the desired results? What will we see if we are successful? What will we accept as evidence of staff understanding and proficiency? What data do we need from the start to set a baseline in relationship to our goals—to measure the gap between goal and reality? How will we track our progress along the way? By what feedback system will we make timely adjustments to our plans to achieve our goals? These questions and their answers are key not only for making wise plans, but also for clarifying our understanding of the goals and learning principles.

One of the distinguishing elements of an Academy of Hope education will be the implementation of a year-round school calendar. Unlike other Horry County Public schools, AOH will not adopt the August to May school calendar, as we believe it allows for a significant amount of information loss over the three-month vacation period. Instead, our school schedule intends to run from mid-July to early June with shorter breaks and professional development days interspersed more frequently throughout the school year. The calendar, which will ultimately be determined by the Planning Committee and the EDP, will set forth days of attendance for students, days of in-service and organizational meetings for teachers, holidays and vacation periods, days of reports to parents, and other schedules of importance to the staff and public. The EDP will

present a proposed calendar to the AOH Board for adoption each year. A sample of a proposed year-round school calendar can be found in **Appendix F**.

The AOH school year will consist of 180 days with ample time for professional development based on academic achievement standards and for teacher preparation and planning, development of academic plans, and parent conferences.

Daily Schedule

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. Schools may reduce the length of the school day to no more than three hours or 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. AOH will give priority to teaching and learning tasks and may interrupt classes only for emergencies. A sample of a proposed extended school day can be found in **Appendix G**.

Academy of Hope will focus on educational practices that prompt educators to implement various approaches that will allow students to attain the curriculum standards for a seamless academic program. The following descriptions of the various teacher roles will provide an in depth look at various strategies to promote student success.

Teacher as Facilitator (Wiggins and McTighe 2007)

The best facilitators:

- Set up issues, problems, and investigations for inquiry and discussion.
- Guide the learners in “making meaning.”

- Refrain from excessive instruction.
- Model and encourage the use of strategies and habits of mind.
- Work to make them unneeded.

Teachers promote growing independence when they:

- Encourage students to set personal learning/performance goals related to the overall desired results
- Give students appropriate choices over the processes of learning (for example, working in groups versus working alone) and their products (for example, visual, verbal, written)
- Expect students to regularly self-assess their work and their progress toward explicit goals
- Teach facilitation skills and allot time for students to apply them (for example, via student-led seminars or problem-solving groups).

Teacher as Coach

Wiggins and McTighe (2007) states the most effective coaches:

1. Establish explicit performance targets clearly related to long-term transfer goals.
2. Show models and exemplars for all goals.
3. Design practice and assess progress backward from the ultimate transfer demands.
4. Assess from the start to see where learners are and what the learning needs to focus on to accomplish goals
5. Devote most time to having learners perform so the coach is freed up to coach.
6. Personalize their coaching, mindful of individual profiles (ability and personality).
7. Provide ongoing feedback and immediate opportunities to use it.

8. Provide “just-in-time” instruction in small, focused doses.
9. Adjust plans in light of unexpected or inappropriate results.
10. Strive to make learners autonomous, thus making self-assessment and self-adjustment a key goal of teaching.
11. Set high standards, but design the work so that learners come to believe “I can do this!”

Students are most *engaged* when the activities:

- Are active (“hands-on”)
- Involve mysteries or problems
- Provide variety
- Allow student choice of product and/or process
- Offer opportunity to personalize the task/challenge
- Offer opportunities to work in collaboration with others
- Are built upon real-world situations or meaningful challenges
- Use interactive approaches such as: case studies, mock trial, group investigation
- Involve real or simulated audiences.

Activities are most *effective* when:

- They are focused on clear and worthy goals
- The students understand the purpose of, and rationale for, the work
- Clear, public criteria and models allow the students to accurately monitor their progress
- There is limited fear and maximal incentive to try hard, take risks, and learn from mistakes without unfair penalty

- Ideas and skills are made concrete and real through activities linking students' experiences to the world beyond the classroom
- There are many opportunities to self-assess and self-adjust based on feedback
- The teacher serves as a coach and facilitator to help the learner succeed.

“The best way to raise test scores over the long haul is to (1) teach the key ideas and processes contained in content standards (the content that is purportedly tested) in rich and engaging ways, (2) collect evidence of student understanding and transferability of that content via robust local assessments, and (3) raise the standards and quality control for local assignments and assessments to gather evidence of all that we value, not just what is easiest to measure.” (Wiggins and McTighe 2007)

Decision Making

Examining how students make decisions provide valuable information on how to implement instructional strategies that promote skill mastery of curriculum standards. When looking at educating students, educators must be aware of how the brain works and how to incorporate strategies to address student learning in the most efficient and effective way possible (Maszak 2005).

Learner-Centered Instruction

In Brown 's 2003 article, *Learner-Centered Conditions that Ensure Students' Success in Learning*, various strategies for student success foster an environment of self-directed learning were examined. According to the article, fourteen learner-centered psychological principles are arranged into four categories:

- (1) Cognitive and meta-cognitive factors
- (2) Motivational and affective factors

(3) Developmental and social factors

(4) Individual differences factors.

Twelve conditions are described that have their roots in basic Pedagogy. The conditions focus on ways to promote student success.

Learner centered environments are necessary for a successful classroom. The way students learn is a factor that must be considered when creating a learner- centered environment. Students need to be motivated by making concepts meaningful and applicable to their lives. A student's development and social factors should be noticed and addressed so that connections can be made to the learner. Individual differences must also be remembered when planning instruction; students do not learn concepts at the same time in the same manner.

Differentiated Instruction

With high-stakes testing, many teachers feel forced to teach to the test and ignore what students really want to learn. Often times the textbook becomes the only source that teachers use creating a "one-size-fits-all" curriculum that does not really meet students' needs. In a classroom setting, instruction should be inquiry- based and differentiated. Students and teachers should also collaborate during the learning process. Finally, the teachers and students negotiate the processes for demonstrating learning (assessment) (Murray 2004).

In a knowledge- centered learning environment, tailor-made instruction promotes a healthy classroom climate. Students are challenged to apply knowledge rather than give back facts that they learned through rote memorization. Allowing the students to

participate in their education prompts students to have a sense of ownership. This sense of ownership improves self-esteem and allows for greater retention and understanding.

Meeting the Needs of Limited English Proficient Learners

In compliance with Title VI of the Civil Rights Act of 1965 and T.C.A 4-21-90, schools are required to provide specialized programs for Limited English Proficiency (LEP) students. Prospective LEP students will have supplemental services to enhance their instructional attainment. Academy of Hope will seek a contracted ELL teacher and/or specialist to administer a needs assessment to determine what services should be provided for the student. If a student is determined LEP, that student will receive modifications in the regular classroom setting and will receive additional services as determined by a needs assessment. Some of the classroom modifications at Academy of Hope for ELL students will be:

- Use of bilingual dictionaries when possible
- Cloze assessments where reading passages are provided with every 4th or 5th word left blank
- Word banks for all assignments
- Lesson outlines
- Assignments have some type of pictures or graphs to assist with knowledge attainment
- A list of key words are given and the beginning and end of each lesson
- ELL students will maintain a vocabulary log

English Language Assessment

Each student who identifies a language other than English on his Home Language

Survey is tested for ELL. Students who do not pass the reading, writing, speaking, and listening test are classified English Language Learners (ELL). ELL students are eligible for accommodations on PASS if they have received accommodations during school year.

English Language Development Assessment (ELDA)

Each Feb./Mar. all ELLs will take a language assessment (ELDA). This test assesses reading, writing speaking, and listening to determine progress and readiness for exiting.

Transitional 1 and 2

ELL students who score a Composite 4 on ELDA exit and then enter a two-year transition period. During these two years (T1 and T2), students do not receive direct services unless needed. They take PASS without any accommodations.

NELB: Students who have a language other than English on their Home Language Survey and either did not qualify for ELL or have exited from ELL are called NELB: Non-English Language Background.

Grading for ELL students

All ELL students receive all grades on a regular report card to be distributed every nine [9] weeks. Tests and assignments must be modified to the ELL student's language level to ensure that ELL students pass.

Expectations by language ability

Pre-Functional (ELDA 1)

- Learning the conventions of printed material (top, bottom, left-right, etc.)
- Learning letter/sound associations in context
- Starts to identify words taught in context with repetition

- Starts to write what he/she can say

Beginner (ELDA 2)

- Reads words taught in context with repetition
- Demonstrates knowledge of vocabulary and skills at his/her instructional level
- Demonstrates the recall of details & sequence stories at instructional level
- Beginning to write simple sentences, using inventive spelling
- Demonstrates very basic punctuation and capitalization

Intermediate (wide range of language proficiency) ELDA 3

- Reads two or more grade levels below grade level peers
- Uses vocabulary and skills in context at his/her instructional level
- Recalls details & sequences stories at instructional level with assistance
- Writes simple and compound sentences with basic punctuation and capitalization

Advanced ELDA 4/5

- Approaching or at grade-level competence
- Demonstrates knowledge of vocabulary and skills in context
- Able to compose complete sentences with few errors in word order and verb-tense
- Knows more complex punctuation/capitalization and can apply
- Able to write paragraphs using meaningful details in a logical sequence

Taken from Supporting English Language Learners in Mainstream and Content Area

Classrooms: <http://www.ovec.org/ESL/ESL.doc>

Academy of Hope will have an extended day for students to participate in the **International Business Program (IBP)**. Academy of Hope Students will satisfactorily

complete two IBP Courses and participate in an end of the year presentation of portfolio assignments of business plans that displays mastery of the IBP courses taken.

The purpose of the International Business Program at Academy of Hope is three fold. First and foremost this program will provide students with acceptable means of creative expression. Secondly, the program will provide a period of personal exploration and development for the students. Finally, this program will provide students with 21st Century Career Information intertwining the tenets of international business with real world application for state standards. This will begin to expose students to how technology is used on a global level and in a global society.

Enrollment in and satisfactory completion of two International Classes each year will be required of all students to be promoted to the next grade. A syllabus and rubrics for each class will be developed by the teacher and used to determine satisfactory completion of the class. Records of classes taken will be kept in each student's permanent record.

The following courses will be offered during the week, after school, or on Saturday mornings. The courses will be taught by trained and/or degreed Independent Contracted Business owners, professors, or college students or through local partnership organizations. Courses will range in time from one-quarter/nine-week mini-courses to one year/ten-month courses. Some will be sequential in nature, building upon prior knowledge and / or skills. All courses will involve cutting edge technology, whether taught locally or through the use of webinars. Examples of IBP program courses include, but are not limited to: resume writing, foreign language, public speaking, economics, leadership and etiquette.

Single-gender math and science classes will be offered in order to facilitate better acquisition and retention of knowledge for students. The Board will review this program annually to determine its effectiveness and may modify the instructional strategies as needed.

The proposed **extended official school day** will run from 7:30 a.m. to 4:00 p.m. with daily attendance being taken during breakfast while students watch the national and local morning news on monitors throughout the cafeteria. After their election, the Board will ultimately determine the exact length of the school day. Each week, in the Humanities classes (for extra quiz points) students will be able to answer a Knowledge Bowl Question related to national and local news aired during breakfast.

At the end of the 8th grade year, each student enrolled at Academy of Hope will satisfactorily present a **Capstone Project**, which will include individual research in the student's major field of study or interest, an oral presentation and an oral review by the school's committee, Academy of Hope Board, and a community stakeholder.

Students will be given the opportunity to have additional skill specific enrichment and remediation in the **Before- and After- School Tutorial Program** at Academy of Hope. An Academic Coach will be the coordinator of the program. The academic coaches and teachers will provide services for the students that include standards-based enrichment, standards-based remediation, and homework assistance.

The following Federal Laws will serve as guidelines for the Academy of Hope in the assessment and placement of students with special needs:

Section 504 of the Rehabilitation Act of 1973 (Section 504)

- Title II of the Americans with Disabilities Act of 1990 (ADA)
- Title I of the Elementary and Secondary Education Act (Title I)
- Federal Individuals with Disabilities Education Act of 2004 (IDEA)

The Academy of Hope will comply with the policies and procedures established by the Office of Exceptional Children (S.C. Department of Education) and Regulation R 43-243

of the S.C. State Board of Education in the operation of its programs for students with disabilities.

AOH will follow the Response to Intervention protocol to identify students early and effectively who may have difficulty learning. RTI's Three Tier model will be utilized as a flexible system to group and regroup students based on their progress, interests, and changing needs. AOH will appoint an Intervention Team comprised of, but not limited to, the Executive Director/Principal, the Lead Teacher, and the Guidance Counselor to address the special needs and concerns of individual students as they arise. Special Education Teachers will be certified as a South Carolina Educator and will possess the appropriate Exceptional Children Certification in each of the areas of disability for students needing special education as detailed in the South Carolina Educator Certification Manual.

After a student is first identified as having difficulty learning, he/she will be designated as in Tier I and will receive appropriate intervention efforts at this level. In this Tier, the student's classroom teacher has identified issues in the student's learning and will provide special attention toward such student within current classroom setting. The student will continue to be monitored by teacher and results of intervention will be recorded through appropriate assessments, given periodically, and frequent thrice yearly, and weekly progress monitoring.

If the student is not responding positively to Tier I intervention efforts, he/she will be moved to Tier II. At this level, student will receive homogeneous small group instruction at least three times a week during AOH's Intervention Period, in addition to

core instruction. Student's progress on targeted skill will be monitored weekly to ensure progress.

If after Tier II intervention efforts, the student is still not progressing in targeted skill, he/she will be moved to Tier III intervention efforts. Students in Tier III will be instructed in homogenous small groups for 2 thirty minute periods per day in addition to core instruction. His/her progress will be monitored at least twice a week to track progress and learning.

If a student's educational and/or behavioral needs are not able to be met through the RTI Tiered intervention efforts and the regular educational curriculum, they will then be referred for a multi-disciplinary and comprehensive evaluation to determine eligibility for special education and related services as required by the IDEA. identified for special needs care. If needed, AOH will contract on a case-by-case basis with other special needs service providers such as occupational therapists, speech therapists, physical therapists, behavior specialists and school psychologists. When a student has been referred by a teacher for a special needs evaluation, the Intervention Team will meet with the student's parents, general education classroom teacher, a special services coordinator, and, when applicable, the student's former school, and his/her physician. When needed, the process will be expedited.

In accordance with IDEA, an IEP will be developed for every child found eligible for special education services. Members of the IEP team, as defined by IDEA Regulation 300.344, include the child, if appropriate, parents/guardians of the child, and specific school personnel.

The IEP will include:

- A statement of the child's present levels of educational performance, including how the child's disability affects the child's involvement and progress in general curriculum.
- A statement of measurable annual goals and benchmarks or short term objectives.
- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child.
- An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class.
- A statement of any individual accommodations and/or modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in a particular state or district-wide assessment, a statement of why that assessment is not appropriate for the child, and how the child will be assessed, if an alternative assessment is required.
- The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.
- A statement of how the child's progress toward the annual goals will be measured, how the child's parents will be regularly informed of their child's progress toward the annual goals and the extent to which the progress is sufficient to enable the child to achieve the goals by the end of the year.
- In addition, for children age 14 and above, transitional needs will be addressed in the IEP process. A coordinated set of strategies will be designed by the IEP team that will

promote the movement from school to post-school activities. These strategies will be listed on the IEP.

Teachers of students with disabilities will be provided access to their students' state approved, computerized IEP. State-approved alternate assessment and curricula will be provided with students with moderate to severe needs.

For a student that enrolls at AOH with an IEP in place, contact will be made with the student's previous school to obtain his or her special education records in order to ensure that his or her special education needs are seamlessly met. In addition, if a student is from a public school in Horry County, AOH will ask the special education records room at the district office of Horry County Schools for a copy of the records housed there. Revisions to a transfer student's IEP only will be made following the re-evaluation process outlined in IDEA. AOH will comply with the transfer guidelines outlined in the South Carolina Department of Education Office of Exceptional Children Policies and Procedures (Revised 8-1-10), which can be found in **Appendix H**.

TRANSFERS WITHIN THE STATE AND FROM OUT-OF-STATE

When a student moves into a new LEA, the new LEA must take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous LEA in which the child was enrolled. The previous LEA in which the child was enrolled must take reasonable steps to promptly respond to the request from the new LEA (34 CFR § 300.323(e), (f), and (g)). Since this is a transfer to

educational records from the child's old LEA to the new LEA no consent for release of documents is required.

1. Transfer within State

When a child with a disability transfers to a new LEA in South Carolina, with an IEP that is current in the previous LEA in South Carolina, the new LEA, in consultation with the parents, must provide a FAPE to the child, including services comparable to those described in the child's IEP from the previous LEA. The new LEA must not delay the provision of the comparable services.

Once the new LEA receives the current IEP, the new LEA may adopt the child's IEP from the previous LEA or develop and implement a new IEP. When a student moves within the state, eligibility has already been established and a reevaluation is not required. The IEP team must determine what information in addition to the current IEP is needed from the previous LEA.

OSEP interprets "comparable" to have the plain meaning of the word, which is "similar" or "equivalent." Therefore, when used with respect to a child who transfers to a new LEA from a previous LEA in the same state (or from another state), "comparable" services means services that are "similar" or "equivalent" to those that were described in the child's IEP from the LEA, as determined by the child's newly designated IEP team in the new LEA. (Federal Register, August 14, 2006, p. 46681).

If a child with a disability who received special education and related services in a previous LEA, but whose previous LEA failed to conduct a timely annual review, transfers within the state to a new LEA, the new LEA must provide FAPE to the child

(including services comparable to those described in the child’s IEP from the previous LEA), until the new LEA either:

1. adopts the child’s IEP from the previous LEA; or
2. develops, adopts and implements a new IEP that meets the applicable requirements in the regulations.

2. Transfer from Out-of-State

When a child with a disability, who has an IEP that is current in another state, transfers to an LEA in South Carolina, the new LEA, in consultation with the parents, must provide the child with a FAPE, including services comparable to those described in the child’s IEP from the previous LEA. Comparable services have the meaning of “similar” or “equivalent” to the services that were described in the child’s IEP from the previous LEA, as determined by the child’s newly designated IEP team in the new LEA. If there is a dispute between the parent and the LEA regarding what constitutes comparable services, the dispute could be resolved through mediation procedures or, as appropriate, the due process hearing procedures. If the parent disagrees with the new LEA about the comparability of services, stay-put would not apply (Federal Register, August 14, 2006, p. 46682).

The new LEA may adopt the current IEP or conduct an initial evaluation to determine eligibility, and develop and implement a new IEP. If, after reviewing appropriate information, including the current IEP, the IEP team has reason to suspect the child is not eligible under South Carolina eligibility criteria, the team would need to conduct an evaluation to determine eligibility. The evaluation conducted by the new LEA

would be to determine if the child is a child with a disability under South Carolina's eligibility criteria and to determine the educational needs of the child. Therefore, the evaluation would be an initial evaluation, which would require parental consent. If, however, the IEP team does not question the child's eligibility under South Carolina's criteria, the team would adopt the IEP from the previous state.

If the out-of-state transfer student cannot provide a copy of his/her IEP, but the parent describes the services the student was receiving, the new LEA must take reasonable steps to obtain the student's records from the out-of-state LEA. If the new LEA is unable to obtain the IEP from the previous LEA or from the parent, the new LEA is not required to provide special education and related services to the child.

Even if the parent is unable to provide the child's IEP from the previous LEA, if the new LEA decides that an evaluation is necessary because it has reason to suspect that the child has a disability, nothing in the IDEA or its implementing regulations would prevent the new LEA from providing special education services to the child while the evaluation is pending, subject to an agreement between the parent and the new LEA. However, if the child receives special education services while the evaluation is pending, the new LEA still must ensure that the child's evaluation, which would be considered an initial evaluation, is conducted within 60 days of receiving parental consent for the evaluation. If the new LEA conducts an eligibility determination and concludes that the child has a disability under 34 CFR §300.8 and needs special education and related services, the new LEA still must develop and implement an IEP for the child in accordance with applicable requirements in 34 CFR §§300.320 through 300.324 even though the child is already receiving special education services from the new LEA.

If the parent refuses to provide consent for the evaluation under these circumstances, the LEA may, but is not required to pursue the initial evaluation by utilizing the procedural safeguards including mediation or due process procedures, If the LEA chose to pursue a due process hearing to override the parent's refusal, the stay-put provision does not apply. The LEA would treat the child as a general education student and would not be required to provide the child with comparable services while the due process complaint is being resolved.

In this situation (parents refuses consent for the initial evaluation), the LEA does not violate its obligation under Child Find if it declines to pursue the evaluation. The LEA would then treat the student as a general education student.

In accordance with IDEA, "children will be treated as individuals with unique abilities and disabilities that need to be addressed by providing unique support services, which are explicitly articulated in the IEP." AOH will be an inclusive school working with various community resources to ensure that we include and effectively educate all students. AOH will ensure that a continuum of alternative placements, including inclusive classrooms, is available to meet the needs of students with disabilities for special education and related services and that least restrictive environment (LRE) issues are considered in all placement decisions. AOH will ensure that students with disabilities receive a free appropriate public education (FAPE) and will utilize a variety of strategies to address student needs.

All classes will use differentiated instruction, with no "tracking" of students, allowing students to build on essential skills utilizing classroom strategies that are proven to have a strong effect on student achievement, such as those in Classroom Instruction

that Works by Marzano, Pickering, and Pollock (2001). The curriculum aligns with the South Carolina Academic Achievement Standards. Modifications will be made to address the unique needs of children with disabilities and will be documented in the IEP. Services as specified in the IEP will be delivered in the regular classroom as appropriate.

Extensive on-going professional development opportunities for general and special education teachers will help them modify and adapt the curriculum for all children in an inclusive classroom. Teachers will have collaborative planning time each week to discuss classroom strategies and examine their teaching.

Appropriate, state certified special education teachers/staff will be contracted and/or hired depending on the needs of the student population. A state certified school psychologist will also be contracted for services as required.

In accordance with IDEA, the IEP team will determine transitional services for students with disabilities at the age of 14. A coordinated set of strategies will be designed by the IEP team that will promote the movement from school to post-school activities. These strategies will be listed on the IEP.

The need for assistive technology services and/or devices (e.g. an item, piece of equipment, or product used to increase, maintain, or improve functional capabilities of children with disabilities) will be determined during IEP meetings and listed on the IEP. AOH staff will coordinate with the appropriate resources to arrange the acquisition of the assistive technology services or devices, if necessary.

The Academy of Hope will comply with Section 504 of The Rehabilitation Act of 1973. Section 504 of the Rehabilitation Act of 1973 is a civil rights law designed to prevent discrimination based on disability by public and private agencies that receive

federal assistance. Section 504 applies to all public schools and protects school-aged students who qualify as disabled and supports their right to a Free and Appropriate Public Education (FAPE). A student with a disability under Section 504 has a physical or mental impairment that substantially affects a major life activity. These activities include hearing, speaking, learning, walking, seeing, breathing, working, caring for one's self, and performing manual tasks. The disabling condition need only limit one major life activity in order for your child to qualify under Section 504.

A student is eligible so long as he or she

- has or has had a physical or mental impairment that substantially limits a major life activity, or

has a record of such an impairment or is regarded by others as having such an impairment.

- is regarded as having a disability.

A 504 plan should provide

- an evaluation of [the] child based on current levels of performance, teachers reports, and documentation of areas of concern;

- the development and implementation of an accommodation plan that provides reasonable modifications and accommodations for [the] child to benefit from the general education curriculum;

- procedural safeguards for your family, including written notification of all school decisions concerning your child's evaluation or educational placement and due process; and
- a review and reevaluation of modifications and placement on a regular basis and prior to any change of placement.

A 504 plan may need to be considered for [a student] if he or she

- shows a pattern of not benefiting from the instruction being provided in general education classes,
- returns to school after a serious illness or injury,
- is evaluated for special education services and does not qualify, or
- shows an chronic health or mental health condition that interferes greatly with his or her ability to learn.

C. Student Assessment

Assessment within the activities of the Academy of Hope will be based on several theories regarding early childhood education. Appropriate assessments will include identifying specific areas of children's strengths, needs, and eligibility for special education services. We believe the major purpose of assessment at the Kindergarten through Grade Eight levels should be to provide teachers data that can lead to sound decisions about teaching and learning. Information should be collected on each student so that the teacher is aware of the individual's strengths and needs. We also understand that in the early childhood years, growth and development is often episodic and care must be taken in making major and potentially life-changing decisions based on limited and

time-bound assessment.

Ensuring Accurate Assessment

Academy of Hope, in its pursuit to prepare students for success in life, is committed to providing enhanced authentic, accurate assessments to prepare students to compete in a global society. AOH will offer students access to excellent educational opportunities utilizing advanced 21st Century Web Based Technology; rigorous classroom experiences; social, cultural, and professional experiences to develop the whole student.

As with all public schools, AOH intends to reach AYP by adhering to the current ESEA Legislation, and we look forward to administering the state and federal tests mandated by law. As regards state and federal mandated assessment, AOH will administer DIBELS, from the University of Oregon Center on teaching and learning, to Kindergarten and Grade One; MAP testing, provided by the Northwest Evaluation Association, for Grades Two through Eight, to be administered in the Fall, Winter, and Spring; and PASS testing, provided by the South Carolina Department of Education, for Grades Three through Eight.

However, AOH teachers will not use the results of these tests as the only means through which we assess the progress and accomplishments of our students. Our teachers will utilize varied assessment tools that include, but are not limited to:

- Rubrics: subjective guidelines by which to assess student work, most commonly based on a scale from 1 to 5; rubrics can be developed by both teachers and students.
- Student Self-Assessment: students will review their own work and the work of

their peers to determine what they have learned and what areas for improvement still exist. Self-Assessment methods include, but are not limited to: writing conferences; discussions (entire class or small group); reflection logs and self-assessment checklists and inventories.

- Inventories: A direct measure of student performance in selected curriculum
- Observation: A direct measure of student performance
- Checklists and Rating Scales: An indirect measure based on informant's assessment of student performance
- Questionnaires and Interviews: An indirect measure based on informant's assessment of student performance.
- Evaluating the Learning Environment: An overall assessment of the student's instructional setting
- Exhibitions: Students select how they will demonstrate mastery of a concept and exhibit this skill to teacher and peers
- Work Sample Analysis: A direct examination of sample of student's work
- Criterion-Referenced Tests: Direct measure of student performance with specific criteria for success

Progress of students utilizing the school's curriculum will also be monitored through placement and skills testing; utilization of teacher-generated tests, chapter tests; and unit tests to assess student mastery of standards. Teacher observation of students will play an important role in gauging whether students have successfully mastered goals and objectives. Teachers will also provide the necessary rigor by establishing individual academic goals for each student after administering various diagnostic assessments.

Teachers will receive training in the effective use of grade level expectations, checks for understanding, and state performance indicators. Teachers will employ the Backwards Design Model to develop lesson plans and stimulate learning by beginning with the “end” in mind. Teachers will have the opportunity to work as the “facilitator” as students explore the information delivered. In order for students to successfully master state and/or national standards, teachers will align standards through the use of teacher observations, student portfolios, curriculum and standards based testing, individualized educational plans, capstone projects, and active learning projects. These will serve as internal assessment measures.

In accordance with Academy of Hope’s aim to use cutting-edge technology both in the classroom and in managing school performance, Academy of Hope will use digital software to track and assess student achievement and to easily communicate this information to teachers, parents and students. Those programs help schools ensure their students learn to read by automating progress monitoring; individualizing instruction on the computer as well as in the classroom; and providing district, school, class and student reports that categorize risk and show skill growth. The AOH Planning Committee is researching various software programs, such as One Green Apple, Discovery Education Assessment, I-station and PowerSchool. All of these tools are aligned with ESEA and state mandated standardized testing (such as the Palmetto Assessment of State Standards/PASS) and will assess the students accordingly. The Board will eventually determine which program or programs AOH will ultimately use to monitor and manage student and school performance.

Academy of Hope will make a difference by incorporating data-driven research based instructional support systems that will help students reach grade-level ability. By providing alternative and formative assessments, Academy of Hope will closely monitor students. Students who are showing difficulties meeting goals and objectives set will receive additional help through the use of one on one and small group assistance with an academic coach during a built in intervention period provided before and after school. Teachers will use data provided to create an individual educational plan for each struggling student.

AOH will also monitor student performance through observation by the schools Executive Director/Principal (EDP). The EDP will observe and monitor implementation of the school's curriculum through informal daily classroom walk-throughs and formal evaluations.

Data collected will always be valid and useful in improving instruction. Data will be collected through the use of the South Carolina's various summary reports and Adequate Yearly Progress (AYP) reports. The EDP along with the Lead Teacher will conduct teacher workshops geared toward disaggregation of student data. This data will be used to determine the school's strengths and weaknesses in order to turn these "deficiencies" to areas of academic growth. The EDP, Lead Teacher, and teachers will work together in order to determine student proficiency levels and create an individualized academic plan for each student. This plan will ensure mastery of skills and objectives. Parents will be provided with information on their child's mastery/non-mastery of skills following guidelines as set forth by the South Carolina's Department of

Education. Academy of Hope will focus on meeting ESEA requirements and improving student performance through continuous progress monitoring.

Assessment is aligned with the instructional program through the use of South Carolina's state standards in the areas of: English language arts, mathematics, social studies, and science. Teachers will utilize grade level academic vocabulary geared toward providing teachers a list of common terms or phrases aimed at improving vocabulary development of students in South Carolina. Teachers will make certain that student's have a working knowledge base that includes grade level expectations, checks for understanding, and state performance indicators by making sure the information covered is the information assessed. Academy of Hope's purpose is to prepare students to meet and exceed the new graduation requirements, and score proficient or advanced on the more rigorous state wide assessments and this will be accomplished through alignment of the instructional program with assessment.

Assessment is an integral part of the instructional program and will be integrated into all subject areas through the use of formative and summative assessments. The use of formative assessments will give an ongoing look at how well the instructional program is being implemented. The use of summative assessments will determine mastery of skills. Academy of Hope will implement the state's indicators and academic standards and the utilization of Bloom's Taxonomy and Webb's Depth of Knowledge to help formulate formative and summative assessments.

Academy of Hope will offer before and after-school care where students will be given the opportunity to focus on areas of non-mastery. The lead teacher along with an academic coach will monitor and assist students as needed. Students will be given an

opportunity to receive two additional hours before and after school for additional support. Academy of Hope will provide a built-in intervention and remediation period daily for all of its students. This time has been allotted within the school day and all students are active participants. During this time, students work independently or one-on-one with an academic coach who will assist students with mastery of skills previously not mastered. After small intensive one-on-one sessions, students will be assessed again on those skills. Students who do not require additional help may use this time to complete homework assignments.

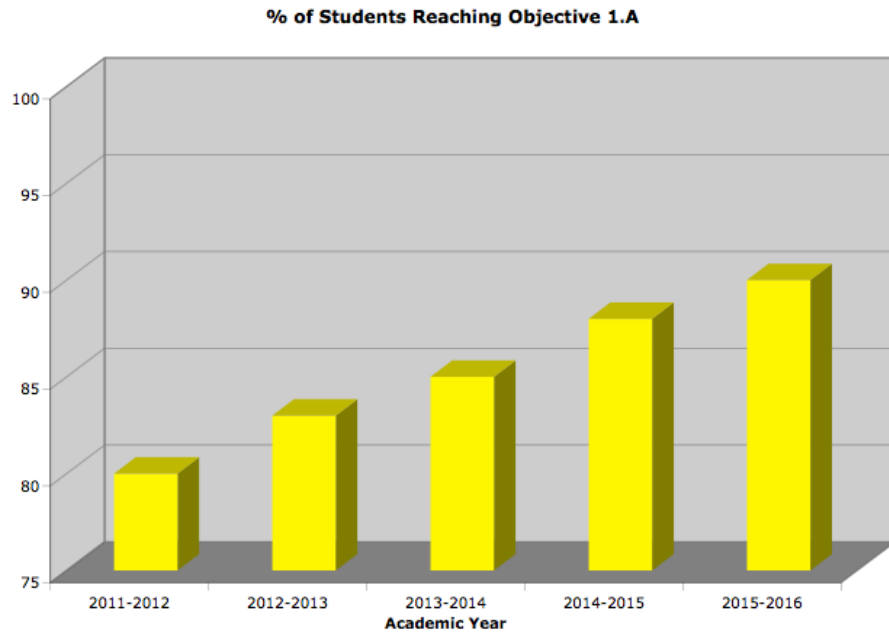
i. Performance Goals Timeline

The AOH 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 AOH students may need to be assisted to reach a point of proficiency over time. First-year performance data will serve as the initial basis upon which areas for improvement will be determined, and analysis of subsequent years' data will allow a clearer view of how AOH is performing. Regardless, AOH will meet No Child Left Behind and any other mandated state and federal requirements.

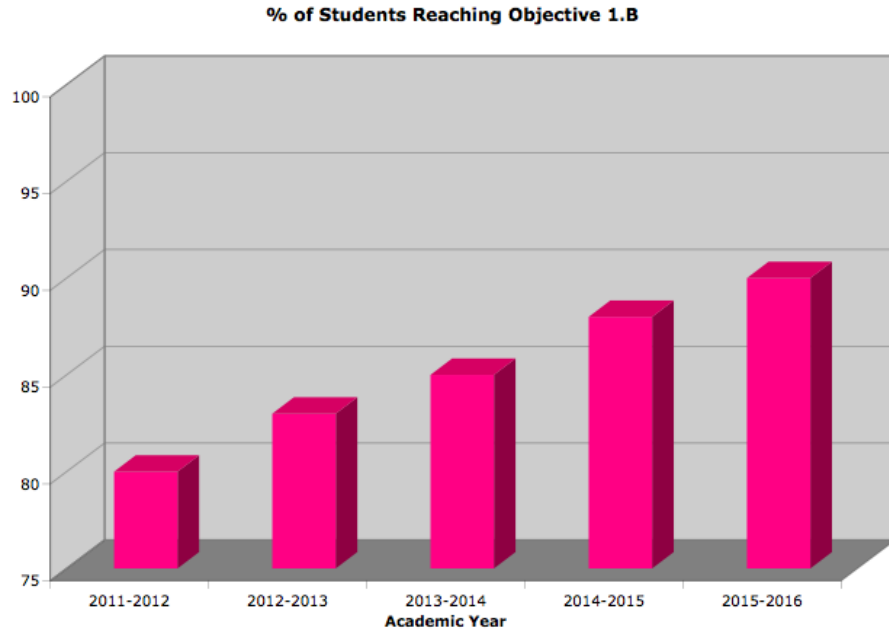
If AOH's first-year performance data are not consistent with our long-term goals, expected yearly progress will be determined using the same procedures that the state used to set overall AYP objectives. The state calculated performance indices for each group, subtracted the indices from the highest possible value, and divided by the number of years until the objectives were to be met. The values are recalculated each year. Similarly, AOH 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. The following graphs will demonstrate through each objective how AOH will meet its long-term performance goals:

Objective 1.A: In years one through five of the charter, an increasing percentage of students (80%, 83%, 85%, 88%, 90% in each year, respectively) will score a 3 or above on an AOH-developed rubric in the proficiency of Mandarin or Spanish

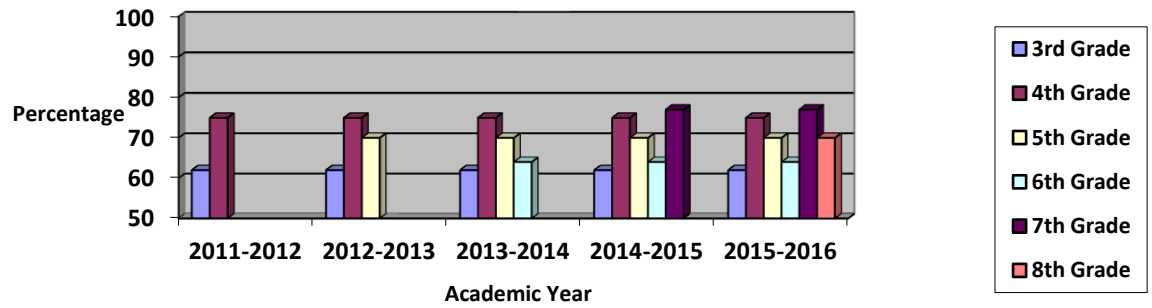


Objective 1.B: In years one through five of the charter, an increasing percentage of students (80%, 83%, 85%, 88%, 90% in each year, respectively) will score a 3 or above on an AOH-developed rubric in the proficiency of Mandarin or Spanish.

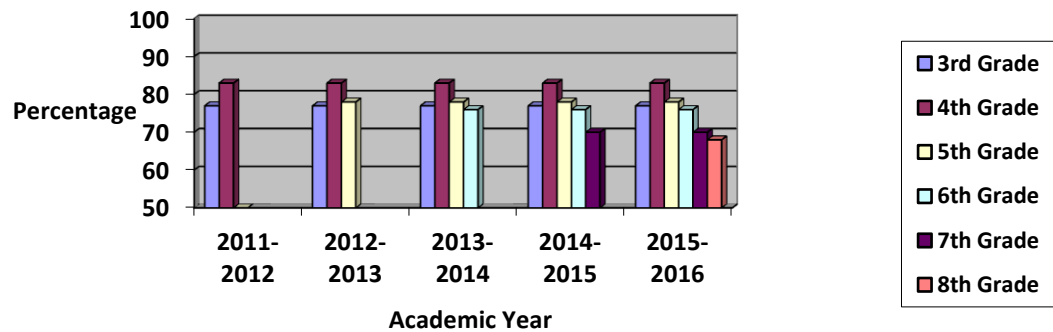


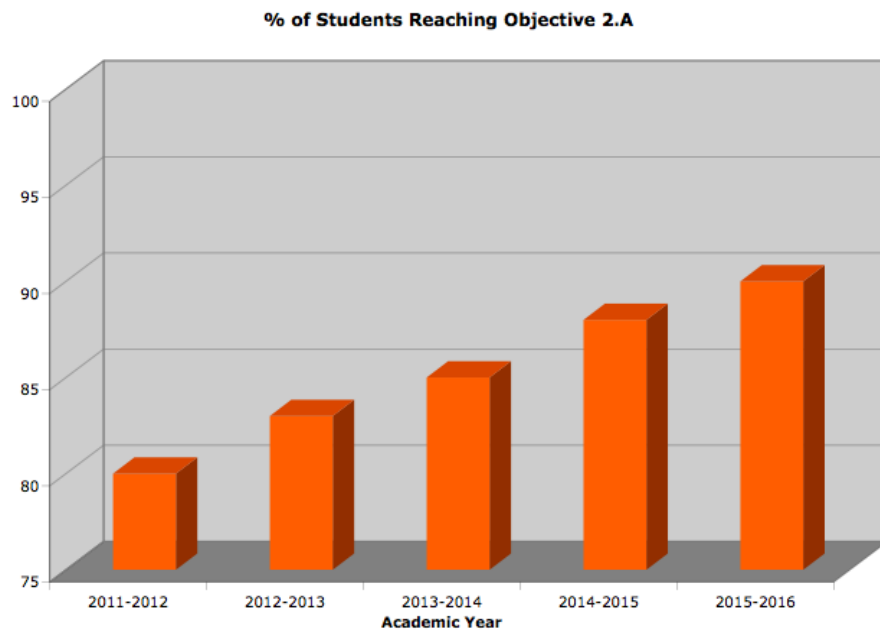
Objective 2.A: In years one through five of the charter, students in grades 3 to 8 (as they begin at the school) will score at or above grade level on the PASS.

PASS Science Percentages by Academic Year

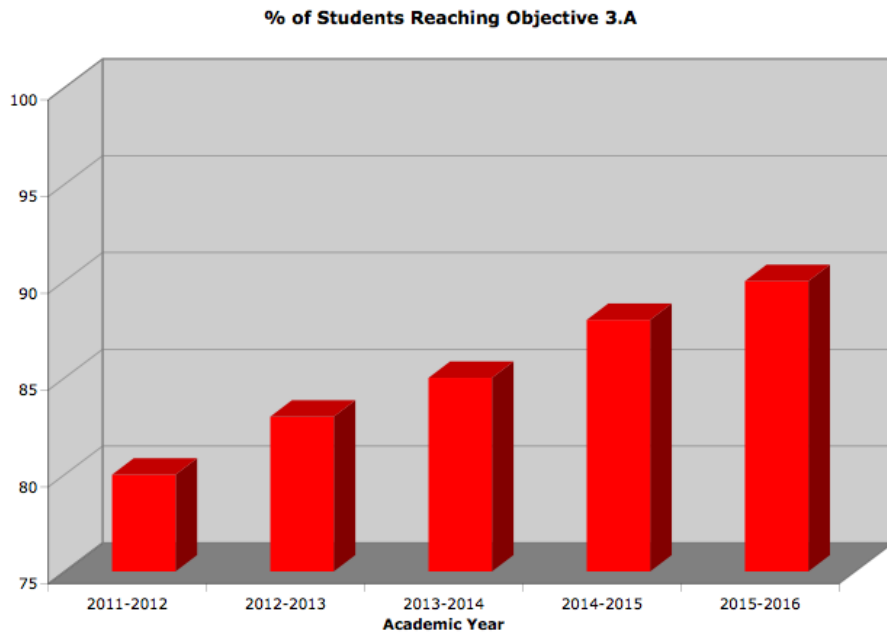


PASS Math Percentages by Academic Year





Objective 3.A: In years one through five of the charter, an increasing percentage of students (80%, 83%, 85%, 88%, 90% in each year, respectively) will score a 3 or above on an AOH-developed rubric on a research paper and corresponding public presentation, topic to be determined with teacher approval.



YEARLY PERFORMANCE GOALS TIMELINE

The AOH Planning Committee has adopted a yearly timeline to assess on an ongoing basis whether the school is making expected yearly progress toward meeting its long-term performance goals. The proposed timeline is as follows:

APRIL	Compile data regarding Goals and Objectives Faculty and Staff Advisory Group meeting to review data/trends Parent Advisory Group meetings to review data/trends Student Advisory Group meetings to review data/trends
MAY	AOH Board, EDP, and Advisory Groups meet to assess data/trends and to identify whether AOH is making expected progress toward Goals and Objectives EDP works with Advisory Groups to develop a School Improvement Plan (SIP) to address deficiencies, if necessary
JUN	EDP presents to AOH Board the SIP and plans professional development activities related to the SIP
JULY	Teachers attend professional development for the SIP When school begins, AOH implements the SIP
OCT	EDP works with Advisory Groups to evaluate the SIP developed in June and to revise, if necessary EDP presents to AOH Board and revised SIP, if necessary EDP plans professional development activities related to revised SIP, if necessary
NOV	Teachers attend professional development for revised SIP, if necessary
DEC	AOH implements revised SIP, if necessary.

ii. Academic Assistance

AOH will use the results of tests administered under the AOH assessment program in the identification of and intervention for student opportunities. When test results indicate that the student is not meeting State and/or AOH standards, AOH will provide basic instruction to aid the student in bringing his/her performance up to the statewide standards.

AOH will notify each parent/legal guardian of a student performing below grade level of the need for a conference prior to the conference date. If a student with an academic assistance plan transfers to the school from another district within the state, the originating school must transfer the academic plan with the student's academic record. After receipt of the academic record, AOH 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 intervention 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 intervention plan will identify specific areas of weakness and state the objectives of the plan.

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

AOH 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. AOH will document this process. AOH will use the nine weeks progress reports as the minimum timeline for the intervention plan review.

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

Intervention Period

At Academy of Hope, students will participate in an **Intervention Period** each school day that focuses on individual student strengths and areas of opportunity. Teachers will utilize technology to reinforce skill mastery. Assessments will be reviewed to guide individualized instruction. During the Intervention Period, teachers and Academic Coaches will utilize standards-based resources, such as standard-specific quizzes in all core subject areas, and standards' specific instructional websites to aid in instruction.

The teacher from the class that comes either before or after the Intervention Period will lead the individualized instruction. The teachers will participate in weekly planning sessions to review assessment data to plan instruction for the students. The Academic Coaches will provide additional support during the Intervention Period in order to allow the teacher more opportunities for one on one and small group instruction.

The special education teacher will provide instruction to special education students during the Intervention Period in order to ensure that the special education students are in the least restrictive environment.

Pre-functional (ELDA 1) and beginner (ELDA 2) ELL students will be placed together during the Intervention Period in order to better meet their needs. Intermediate (ELDA 3) and advanced (ELDA 4 & 5) ELL students will participate in the Intervention Period with their non-ELL peers.

CONCLUSION

In accordance with the Academy of Hope's mission to maximize the potential inherent in every student by building character, promoting critical thinking, encouraging intellectual curiosity, cultivating entrepreneurship and instilling a sense of global responsibility, the Academy of Hope commits itself to innovation and relevance in all aspects of the educational process. We will strive to find and fill the void in education that is causing American students to fall behind other countries in terms of academic excellence. More than anything, however, the Academy of Hope is here to take often overlooked and underserved students and provide them with a nurturing, encouraging environment that will foster the curiosity, creativity and confidence necessary to excel as scholars, professionals and citizens in today's global society.

2. PERSONNEL

A. Administrative and Teaching Staff

i. Administrative Staff

The Academy of Hope will have the following full-time administrative positions:

1. Executive Director/Principal (EDP)
2. Lead Teacher
3. Director of Operations
4. Guidance Counselor
5. Administrative Assistant/Data Clerk

We have budgeted to employ all full-time staff; however, we will fully determine our staff make-up when the student population is determined. Should the need arise to contract outside services, we will consider contracting with the District as a primary option; however, we intend to fully investigate the option of obtaining competitive bids.

Executive Director/Principal (EDP)

Academy of Hope's Executive Director/Principal will have a minimum of a Master's Degree in Elementary Education, Secondary Education, Educational Administration, Curriculum and Instruction or a related field from a state-approved and accredited institution; a minimum of three (3) years of successful elementary and/or secondary teaching experience; experience in elementary education administration, secondary educational administration, or school management; experience leading and managing groups or teams of educators; and successful, applied knowledge of, and skills

relating to, The Interstate School Leaders Licensure Consortium (ISLLC) Standards. In accordance with the South Carolina Educator Certification Manual, The Executive Director/EDP of Academy of Hope, Inc. will hold South Carolina Educator's Professional Certificate at appropriate level, as well as Advanced Level Certification in Administration.

The EDP will be able to understand, analyze and reflect critically upon contemporary school administration and supervision from a variety of conceptual frameworks. The EDP should have a full working knowledge of the environments within which a Kindergarten-8th grade school administration and supervision operates. The EDP will be able to understand the nature of the learner in diverse educational setting and interpret, apply, and conduct educational research.

Lead Teacher

The Lead Teacher will hold a valid South Carolina Educator's Professional Teaching Certificate, as described in the South Carolina Educator Certification Manual. Additionally, the Lead Teacher will have a minimum of a Master's degree in Curriculum and Instruction, Educational Leadership, or a related field from an accredited college or university and five (5) years of successful classroom teaching experience.

Director of Operations

A Bachelor's Degree in Finance, Accounting, Mathematics or related field required; demonstrated computer skills, especially with Excel and Microsoft Word; financial accounting experience; organizational ability; secretarial skills; professional experience; pleasant, professional disposition; honest; trustworthy; effective telephone

and other communication skills; experience in making financial presentations and experience in making budgets. The Director of Operations must be bondable, dependable, reliable, and time conscious.

Guidance Counselor

The Guidance Counselor will be committed to providing students with a highly rigorous academic experience, as prescribed in the AOH's mission. He/she will be a Certified Educator in South Carolina as well as holding additional certification at the advanced level of Elementary and Secondary Guidance, or School Psychologist I or II as described in the South Carolina Educator Certification Manual.

Administrative Assistant/Data Clerk

High School Diploma or GED required and some college preferred; secretarial skills; demonstrated computer knowledge and skills; professional appearance; pleasant, professional disposition; effective telephone and other communication skills; organizational ability; filing ability; experience working with people in a people-centered environment and especially with children.

ii. Teachers

Academy of Hope, Inc. will have the following teaching positions:

- English/Language Arts
- Mathematics
- Social Studies
- Science
- Foreign Language
- Art/Music
- Physical Education
- Computer Skills

Every teacher employed to teach will have a minimum of a Bachelor's Degree; at least 75% of teachers will be certified, having graduated from an accredited college or university; and have "highly qualified status". Early Childhood and Elementary teachers will be certified in Early Childhood and Elementary Education, respectively, while middle school teachers will be certified as both Middle Level Educators and in content areas such as English/Language Arts, Music, Mathematics, Science and Social Studies. Special Education Teachers will be certified as a South Carolina Educator and will be possess the appropriate Exceptional Children Certification in each of the areas of disability for students needing special education as detailed in the South Carolina Educator Certification Manual. Foreign Language teachers, Art/Music teachers, and Physical Education teachers will also be certified Educators of South Carolina through

the Program of Alternative Certification of Educators as described in the South Carolina Educator Certification Manual.

Each noncertified teacher will be appropriately qualified for the subject matter taught; will have completed at least one year at an accredited college or university; and will meet the qualifications outlined in S.C. Code Ann. § 59-25-115.

Morning Mentoring Program

Effective administrators know that exemplary veteran teachers all began their careers as first-year teachers. All beginning teachers have the potential to develop into master teachers; however, they need assistance to enhance and hone the abilities that they have within them. Often times, first-year teachers enter the educational profession with unmatched zeal and excitement. This feeling is often times crushed by the lack of close personal relationships with a positive and effective master teacher. In order to ensure a higher rate of teacher retention, new teachers must be exposed to various methods and master techniques that allow them to be lead by example. The correlation between success for new teachers and exposure to effective seasoned teachers is very strong. A mentoring program can allow veteran teachers to serve as models for new teachers.

The **Morning Mentoring Program** will meet for at least 30 minutes once per month. The purpose of this program is to enable a pre-tenured teacher to collaborate with a colleague with more experience. The mentoring teacher can serve as a confidante that can assist the mentored teacher with implementation of formal education in an actual classroom setting. The mentoring teacher assists the new teacher with bridging the gap between theories and practice.

Mentor surveys will be distributed to seasoned teachers in order to identify those who are interested in serving as mentors for new teachers. Mentors will be chosen according to need at AOH. Upon selection of the mentors, an hour training session will be conducted by the EDP to allow the mentors to have various methods of mentoring so that the new teachers may experience the most effective and efficient experience. Mentoring teachers will assist by sharing helpful information such as exciting ideas, lessons, technology, grading, instructional strategies, and classroom management. Once per month, the new teachers will be given the opportunity to share their experiences in a round table forum. Effectiveness surveys will be distributed to determine the impact that the mentor program had with the new teachers and the mentor. The culminating activity will take place such as a conference on the current teaching practices and a luncheon to honor the participants.

B. Employee Relations

i. Employment Process

It is the intent of the AOH Planning Committee to recruit and select employees on the basis of qualifications and merit. The school desires, and is required by federal and state laws, executive orders, rules and regulations, not to illegally discriminate on the basis of race, religion, color, handicap, disability, gender (including pregnancy), sexual orientation, citizenship, veteran status, political affiliation, age or national origin. The school is committed to nondiscrimination in its employment practices and will pursue affirmative action principles in all phases of the personnel selection process. School policies and practices regarding equal opportunity employment will

apply to all level and phases of personnel administration. These include recruitment or recruitment advertising, job vacancy posting and advertisement, selection, and employment. Minority educators will receive fair and equal treatment under each program and each section of the Education Improvement Act of 1984 including, but not limited to, employment opportunities and selection for training programs.

The EDP will analyze each job vacancy prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy. The EDP may consider strategies that include the following: advertisements in local, state and regional newspapers; advertisements in professional publications; advertisements with college and university placement services; interviews with students enrolled in teacher education programs; internal and external searches; inquiries and referrals; professional contacts with community organizations that promote the interest of minority groups; publications and pamphlets; special activities and events for prospective applications; audiovisual packages and recruiting programs; advertisements on the Internet. The EDP or his/her designee will write and publish the job vacancy announcement/advertisement.

Each individual seeking employment in the school must apply in writing. The school will require each individual making application to submit at a minimum the following documents to the school as part of the application process: application form; South Carolina teaching credential or other certifications or credentials; copy of diploma, degree or certificates or a transcript, if applicable; and three professional references, when possible. The school will not consider the individual's application file complete until it has received these documents.

The EDP will receive all applications for job vacancies and perform the initial screening to ensure the applicant meets the minimum training, education and experience requirements for the position. The screening process includes verification and evaluation of references and credentials. The applicant's "credentials" are defined as high school or equivalent, college or university transcripts, teaching credentials and/or other professional credentials, professional experience, health certificates or professional examination scores and the like.

Utilizing the information gained during the selection process, the EDP will make a determination as to who will be invited to participate in the interview process. The EDP and/or his/her designee will schedule and conduct interviews. Following the completion of interviews, the EDP will evaluate application materials from the chosen applicant, the entire recruitment and selection process, and the application files for all persons who were given consideration. This phase of the selection process serves as a check system to ensure that the person selected is, in fact, the most qualified. The most qualified applicant will undergo a background check and a criminal records check. If the applicant passes the background check, and all other application requirements have been met, the EDP will complete a new hire package for submission to the AOH Board. Upon approval by the Board, the EDP will make a written offer of employment to the selected candidate.

ii. Teacher Evaluations

AOH will use the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

Teachers in their first year of teaching will be issued an Induction contract and will be evaluated using the induction model under ADEPT. Induction teachers may also be out-of-state teachers with less than one year of experience, or other out-of-state experienced teachers. Induction teachers will participate in a formal induction program, to be developed by the EDP, which provides continuous guidance and support. The yearlong Induction program will include the assignment of an assistance team with one member being a mentor; monthly support group meetings; observations and seminars; and support for implementation of the ten ADEPT Performance Dimensions of teaching. Teachers who successfully complete the year may progress to annual contract status the next year. Induction teachers who do not successfully complete the year may be placed on an annual contract and evaluated with the ADEPT TEAM (Team-Based Evaluation and Assistance Model) formal evaluation instrument.

All annual-contract teachers will be evaluated on the ADEPT TEAM evaluation. Annual teachers are those who have successfully completed the Induction program, teachers who needed improvement after the first year, and teachers in need of improvement after the second year. The yearlong TEAM evaluation will include the assignment of a team of evaluators, observations, audiotape interviews, formal conferences, and written feedback from the team of evaluators just before the December holiday break and before April 15th. Feedback will be given based on the consensus of the team of evaluators regarding the teacher's performance in each of the ten ADEPT performance dimensions.

Continuing contract teachers will be evaluated using the ADEPT GBE (Goals-Based Evaluation) informal evaluation. Continuing contract teachers are those who have

successfully completed the evaluations at the induction and annual-contract levels. One GBE goal must be accomplished annually in each three-year cycle. Continuing contract teachers will be evaluated a minimum of every three years. The EDP will have the discretion to evaluate continuing contract leaders with the ADEPT TEAM evaluation.

Academy of Hope will evaluate teachers based on the following procedures:

- (1) Student Test Scores and AYP.
- (2) Student Classroom Performance and Graduation Rates.
- (3) Teacher Performance and National Teacher Certifications.
- (4) Human Resources Committee and EDP review/approve evaluations.
- (5) Lesson Plans, Academic and Remediation Plan.

Academy of Hope will ensure the fidelity of the implementation of the ADEPT system and be responsible for performing the required ADEPT evaluations; and in regards to teacher evaluations, the District (Horry County Schools) will, at a minimum, fulfill its responsibilities as a local school division as outlined in all applicable laws, statutes, and regulations. The submission of any information regarding the ADEPT process on behalf of Academy of Hope does not imply any review by the District or certification to the State Department of Education as to Academy of Hope's compliance with the requirements of the ADEPT evaluations. In the event a legal alternative means of submitting ADEPT information is established, the District shall discontinue the service upon reasonable notice to Academy of Hope and relinquish this responsibility to the representative of Academy of Hope. Changes in submission responsibilities shall not be considered a material change to this Charter. Further, any decision by Academy of Hope

to discontinue the use of ADEPT shall not be considered a material change to this Charter. (Memo received on 8/18/10 from Ms. Edi Cox.)

iii. Terms and Conditions of Employment

The AOH Board will approve the terms of employment of all employees. These terms will comply with Para 41-10-30 of the SC Code of Laws regarding notification to employees of wages and hours agreed upon, recordkeeping, and the requirement of itemized statements of gross pay and deductions for each pay period. AOH will include the terms of employment in the employment agreement. Below are some specific terms and conditions for employment for AOH. Additional policies relating terms and conditions will be fully addressed in an employee handbook to be developed by the Planning Committee and reviewed annually by the Board. AOH will give a handbook to all new employees. As the handbook is revised, AOH will provide copies of the revised handbook to all employees. AOH employees will sign a statement indicating their receipt of the handbook and acceptance of the policies and procedures it denotes. All policies and procedures will comply with state and federal law.

Salary Schedule

The school will use state classifications and compensation plans and policies as a general guideline for salaries. These plans are based upon duties and responsibilities as required by various job classifications and are designed to provide a uniform salary scale for work performed by a given position. Specific salaries will be determined on the basis of education, experience, level of skills, and the responsibilities of the position.

Certified instructional and administrative personnel

The school will use state classifications and compensation plans and policies as a general guideline for salaries. These plans are based upon duties and responsibilities as required by various job classifications and are designed to provide a uniform salary scale for work performed by a given position. Specific salaries will be determined on the basis of education, experience, level of skills, and the responsibilities of the position.

Employee Rights and Responsibilities

All employees have a responsibility to make themselves familiar with, and abide by, federal and state laws as these affect their work and the regulations designed to implement them. The same requirement applies to the policies of the Board and related administrative rules and procedures. The AOH Planning Committee expects all employees to carry out their assigned responsibilities with conscientious concern. Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities that the school requires of all personnel. This list includes, but is not limited to:

- Faithfulness and promptness in attendance at work
- Support and enforcement of policies of the Board and administrative rules and procedures in regard to students
- Diligence in submitting required reports promptly at the times specified
- Care and protection of school property
- Concern and attention toward their own and the Board's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

In their association with students, all school employees through their manner, dress, courteousness, industry and attitude establish themselves as role models who influence the development of young people. AOH will expect its employees to be exemplary models, as well as provide exemplary instruction.

Compliance with laws and regulations

All activities of the school will be conducted in compliance with the spirit as well as the requirements of all applicable laws, regulations and judicial decrees – federal, state and local. No employee should at any time take any action on behalf of the school, which he/she knows or reasonably should know would violate any law or governmental regulation or the school's goals or mission. Appropriate disciplinary action up to and including discharge in accordance with the AOH discipline policy will be taken in the event a violation of this nature occurs. This policy is not meant to supersede any state, federal or other governmental law, regulation or decree that applies to school employees. The provisions of the policy are not to be interpreted to permit conduct that is otherwise prohibited by state, federal or other governmental law, regulation or decree.

Employee Leave

The AOH Planning Committee believes that the continuous presence of employees promotes excellence in the instructional program by ensuring the following: uninterrupted continuity of education; greater teacher-student contact time; appropriate role-model emulation; consistent classroom discipline; and reduced cost. Therefore, the AOH Planning Committee expects employees to come to work every day. The committee recognizes, however, that certain absences are unavoidable. At such times, employees

should take leave in accordance with policies to be developed by the Board and their accompanying administrative rule.

Holidays

No AOH employees receive pay for holidays.

Pay Date Information

Annual wages will be paid on at least a monthly basis.

Severance Pay

AOH will not pay severance.

Deductions

Deductions for paychecks other than the state and federal income tax, FICA, Medicaid and retirement will vary according to employees' requests.

South Carolina Teaching Credential (if applicable)

Valid and original South Carolina Teaching Credential (no copies accepted) or letter of eligibility must be on file prior to start ~~state~~ date. The certificate must be kept current.

Additional Terms of Employment

Any charges in these terms shall be made in writing and at least seven days before they become effective. For AOH instructional and instructional support personnel:

Period of Employment	180 Days of instruction and 13 in-service days
Hours per Day	8
Teaching Assignments	Assigned by the EDP in writing
Teaching Schedule	Assigned by the EDP in writing
Extra Duties	As assigned

C. Grievance and Termination Procedures

i. Teacher Employment and Dismissal Procedures

The AOH Planning Committee will adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code 59-25-410. On or before April 15th of each year, the EDP will notify AOH teachers in writing concerning their employment for the following year. If AOH fails to notify a teacher who has been employed for a majority of the current school year his status for the following year, the teacher shall be deemed to be reemployed for the following year and AOH will issue a contract to such teacher as though AOH had reemployed such teacher in the usual manner. Notices of intent not to renew an employment contract shall be given in writing no later than April 15th of each year.

Any teacher who is reemployed by written notification pursuant to S.C. Code Section 59-25-410 shall by April 25th first notify AOH in writing of acceptance of the contract. Failure on the part of the teacher to notify AOH of acceptance within the specified time limit shall be conclusive evidence of the teacher's rejection of the contract. Any teacher receiving a notice that he or she will not be reemployed for the ensuing year will have the same notice and opportunity for a hearing noted below regarding teachers dismissed for cause during the school year.

Any teacher may be dismissed at any time who shall fail, or who may be incompetent, to give instruction in accordance with the directions of the EDP, or who shall otherwise manifest an evident unfitness for teaching. The EDP will provide written notice and an opportunity for a hearing. Evident unfitness for teaching is manifested by conduct such as, but not limited to, the following: persistent neglect of duty, willful

violation of rules and regulations of the AOH Board, drunkenness, conviction of a violation of the law of this State or the United States, gross immorality, dishonesty, illegal use, sale or possession of drugs or narcotics.

In the event that the EDP has reason to believe that cause exists for the dismissal of a teacher and is of the opinion that immediate suspension is necessary to protect the well-being of AOH students or to remove substantial and material disruptive influences in school functioning, the EDP shall notify the teacher in writing of the suspension. Such written notice will include the cause for suspension and the fact that a hearing before the Board is available to the teacher upon request provided such request is made in writing within fifteen days as noted below. If sufficient grounds for suspension are not subsequently found, the teacher shall be reinstated without loss of compensation.

The suspended teacher may serve upon the chairperson of the AOH Board of the EDP a written request for a hearing before the AOH Board. If the teacher fails to make such a request, or after a hearing as herein provided for, the Board shall take such action and shall enter such order as it deems lawful and appropriate. The hearing shall be held by the Board not less than ten nor more than fifteen days after the request is served, and a notice of the time and place of the hearing shall be given the teacher not less than five days prior to the date of the hearing.

Any such hearing will be private unless the teacher requests in writing that it be public. The AOH Board may issue subpoenas requiring the attendance of witnesses at any hearing and, at the request of teacher against whom a charge is made, may issue such subpoenas, but it may limit the number of witnesses to be subpoenaed on behalf of the teacher to not more than ten. All testimony at any hearing shall be taken under oath. Any

member of the Board may administer oaths to witnesses. The Board shall cause a record of the proceedings to be kept and shall employ a competent reporter to take stenographic or stenotype notes of all the testimony. If the Board's decision is favorable to the teacher, the Board shall pay the cost of the reporter's attendance and services at the hearing. If the decision is unfavorable to the teacher, one-half of the cost of the reporter's attendance and services shall be borne by the teacher. Either party desiring a transcript of the hearing shall pay for the costs thereof.

The teacher has the privilege of being present at the hearing with counsel and of cross-examining witnesses and may offer evidence and witnesses and present any and all defenses to the charges. The complainants shall initiate the introduction of evidence in substantiation of the charges. Within ten days following the hearing, the Board shall determine whether the evidence showed good and just cause for the notice of suspension or dismissal and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal. The decision of the Board is final.

In the event that a teacher is charged with a violation of state or federal law which upon conviction may lead to, or be cited as a reason for dismissal, such teacher may be suspended pending resolution of the charges and receive usual compensation during the suspension period. If the teacher is convicted, including pleading guilty or nolo contendere to the charges, he or she may then be subject to dismissal proceedings. If no conviction results, the suspension shall be terminated.

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

The selection, employment, and dismissal of non-teaching staff are the responsibilities of the EDP, provided the positions are within the budgetary provisions. The EDP may dismiss any staff for “good and just cause” during the term of employment provided the employee is afforded an opportunity for a pre-termination hearing before the Board. The EDP will provide written notice and an opportunity for a hearing.

In the event that the EDP has reason to believe that cause exists for the dismissal of an employee and is of the opinion that immediate suspension is necessary to protect the well-being of AOH students or to remove substantial and material disruptive influences in school functioning, the EDP may suspend the employee without notice or without a hearing. The EDP shall notify the employee in writing of the suspension. Such written notice will include the cause for suspension and the fact that a hearing before the Board is available to the employee upon request provided such request is made in writing within fifteen days as noted below. The salary of a suspended employee shall cease as of the date the Board sustains the suspension. If sufficient grounds for suspension are not subsequently found, the employee shall be reinstated without loss of compensation.

The suspended employee may serve upon the chairperson of the AOH Board of the EDP a written request for a hearing before the AOH Board. If the employee fails to make such a request, or after a hearing as herein provided for, the Board shall take such action and shall enter such order, as it deems lawful and appropriate. The hearing shall be held by the Board not less than ten nor more than fifteen days after the request is served, and a notice of the time and place of the hearing shall be given the employee not less than five days prior to the date of the hearing.

Any such hearing will be private unless the employee requests in writing that it be public. The AOH Board may issue subpoenas requiring the attendance of witnesses at any hearing and, at the request of the employee against whom a charge is made, may issue such subpoenas, but it may limit the number of witnesses to be subpoenaed on behalf of the employee to not more than ten. All testimony at any hearing shall be taken under oath. Any member of the Board may administer oaths to witnesses. The Board shall cause a record of the proceedings to be kept and shall employ a competent reporter to take stenographic or stenotype notes of all the testimony. If the Board's decision is favorable to the employee, the Board shall pay the cost of the reporter's attendance and services at the hearing. If the decision is unfavorable to the employee, one-half of the cost of the reporter's attendance and services shall be borne by the employee. Either party desiring a transcript of the hearing shall pay for the costs thereof.

The employee has the privilege of being present at the hearing with counsel and of cross-examining witnesses and may offer evidence and witnesses and present any and all defenses to the charges. The complainants shall initiate the introduction of evidence in substantiation of the charges. Within ten days following the hearing, the Board shall determine whether the evidence showed good and just cause for the notice of suspension or dismissal and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal. The decision of the Board is final.

In the event that an employee is charged with a violation of state or federal law which upon conviction may lead to, or be cited as a reason for dismissal, such employee may be suspended pending resolution of the charges and receive usual compensation during the suspension period. If the employee is convicted, including pleading guilty or

nolo contendere to the charges, he or she may then be subject to dismissal proceedings. If no conviction results, the suspension shall be terminated.

3. PLANS

A. Support for Formation of the Charter School

i. Charter Committee

NAME	ADDRESS	EXPERIENCE/ QUALIFICATIONS
Joseph Washington, M.Div.	4610 Moonbeam Ct. Myrtle Beach, SC 29579	Ordained Elder in the United Methodist Church; CEO, Hope Unlimited; Founder of The First Tee of Myrtle Beach; Former Executive Director of SharedCare, Inc.
Jessie Washington	106 Ft. Washington Ave. Apt. 3F New York, NY 10032	Former Horry County School District Student (Carolina Forest High School); Cum laude BA in African American Studies from Harvard University
Adrienne Robinson	4430 Wind Passage Way Bartlett, TN 28135	Federal Programs Lead (Shelby County, TN); APEX (Gifted Education) Teacher/Case Manager for Elementary, Middle and High School; Teacher for grades K-5; EdS in Administration & Supervision; Med in Curriculum & Instruction; BS in Elementary Education K-8
Jerome Christia, Ph.D.	8575 San Marcello Dr. Myrtle Beach, SC 29579	Associate Professor of Marketing, Wall College of Business, Coastal Carolina University; Marketing Consultant
Kim Mitchell	140 Madrid Drive Murrells Inlet, SC 29576	English Language Arts Teacher, Grade 7, St. James Middle School; Carolina Forest Middle School Teacher; 8 th grade ELA; Teacher, grades 6-8 (Decatur, GA), Special needs educator (GA); Masters of Education in School Counseling (May 2010, Liberty University, Lynchburg, VA); B.S. in Psychology from University of

		South Carolina; Teacher Certification from Mercer University, Atlanta, GA
Robert Harper, PGA	506 Merrywood Rd. Conway, SC 29526	Owner, Southern Dunes Company; Past President of the Carolinas section of the PGA; Chairman of the Board of Directors of The First Tee of Myrtle Beach; Chair, Conway Advisory Board; Horry County Board of Education; B.S., University of Florida

ii. **Evidence of Support**

An extraordinary number of parents, pupils and businesses from all over the entire Horry County district support the formation of the Academy of Hope. This support was accrued through conducting a series of public meetings and information sessions at various venues, most of which are listed below. The Planning Committee Chair, Joseph Washington, conducted the majority of these meetings:

- **Boys and Girls Club of Myrtle Beach**; Myrtle Beach, SC: met with the Executive Director and with individual parents as they came to pick up their children
- **Carolina Child Development Center**; Myrtle Beach, SC: met with the Executive Director and with individual parents as they came to pick up their children
- **Little Treasures Child Development Center**; Myrtle Beach, SC: met with the Executive Director and with individual parents as they came to pick up their children
- **Cedar Branch Missionary Baptist Church**; Loris, South Carolina: addressed entire congregation on two different occasions and met with concerned parents and guardians after church service

- **Christ United Methodist Church;** Myrtle Beach, SC: pastor addressed congregation one Sunday; Joseph Washington addressed congregation the following Sunday; a Planning Committee member met with congregation after church service one Sunday; Joseph Washington met with congregation after church service the following Sunday; announcements posted in church bulletin advertising the Academy of Hope.

- **Sandy Grove Missionary Baptist Church;** Myrtle Beach, SC: addressed the entire congregation and met with concerned parents and guardians after church service

- **Mason Temple Church of God and Christ;** Conway, SC: addressed the congregation and met with concerned parents and guardians after church service

In total, AOH received 250 Letters of Intent to Enroll; 177 of them relevant to our proposed 2011 opening. A chart of the eligible students for the 2011-20012 school year (Kindergarten through Grade Four) who have shown interest to enroll can be found below:

GRADE	NUMBER OF INTERESTED STUDENTS
Kindergarten	43
1	42
2	29
3	36
4	27
TOTAL	177

All Letters of Intent to Enroll and Business Letters of Support can be found in

Appendix I.

B. Budget and Accounting System

i. Annual Budget

The AOH Board will determine the business and financial services protocol for AOH. The AOH Planning Committee is currently exploring alternatives such as outsourcing and in-house alternatives. We will ultimately select the process that best suits our fiscal and programmatic needs and that establishes us as sound stewards of public funds. The AOH Five-Year Projected Budget can be found in **Appendix J**. This budget has been prepared in accordance with the State Department of Education (SDE) Financial Accounting Handbook, with reference to the Funding Manual and the Single Audit Guide. The AOH Board will adopt an Annual Operating Budget during June preceding the start of each fiscal year and will receive and approve monthly financial statements during the operational fiscal year.

The budget provides the framework for expenditures and revenues for each year and translates into financial terms the educational programs and priorities for the system. Planning the budget document is a continuous process that involves long-term thought, study, and deliberation by the Head of School, the AOH Board, and other administrative staff. The Head of School will have overall responsibility for budget planning. Based on the Head of School's recommendations, the Board will approve an annual budget.

The Board will establish budget priorities for each fiscal year (July 1 - June 30). These priorities will be based upon the needs identified by the Head of School during the budget planning process as determined by the following: needs of the school so that all segments of the school programs are treated equitably within the available resources; state and/or federal legal requirements for funding of programs; requirements and regulations of the accrediting agencies; availability of fiscal and other non-economic resources.

The Head of School will have the responsibility for the school's budget request process, including prioritization and presentation of the school's budget needs to the AOH Board. The budget request will reflect the Head of School's judgment as to the most effective way to use resources to achieve the educational objectives of the school. The Board will give careful consideration to the budget requests and will review the allocations for fairness and consistency with the educational priorities of the school

Revenues

Revenue account codes used in the attached budget are in accordance with the SDE Financial Accounting Handbook for South Carolina school districts. Documentation from the SDE of estimated revenues for the Horry County School District, in accordance with allocations in the S.C. Code Ann. § 59-40-140(A)-(D), is included in **Appendix J**. Our revenues include funds acquired through the South Carolina Department of Education's Safe and Drug-Free Schools and Communities Public Charter School Grant Program (see **Appendix J** for documentation of receipt and terms).

With specific regard to Food Service revenue, Academy of Hope contacted Elizabeth Adams at the SDE Office of Health & Nutrition (OH&N) to assist us in determining our USDA Reimbursement revenue based on the Student Classification contained in our application budget. She provided a baseline formula and we used that formula to calculate the revenue.

AOH will provide much more specific information to Ms. Adams' office once our enrollment is set. This will occur in the late winter/early spring of 2011, after our Open Enrollment period, lottery (if required), and actual enrollment of students. Also discussed was the design and development of our Food Service

Program; this will be conducted directly with the OH&N during our preplanning year. Once operational, our Food Service Program will be implemented directly with the OH&N, outside the scope of Horry County Schools.

Expenditures

Expenditure account codes used in the attached budget are in accordance with the SDE Financial Accounting Handbook for South Carolina school districts. Anticipated expenditures follow the same budget codes (Fund, Function, Object) that are required of school districts operating in South Carolina. Costs are associated with planning, implementation, and continuance.

Our budget contains multiple contracted service (Function code 300) expense line items as well as other goods and services (Function code 600). These services are: Instructional Services; Psychological Services; Exceptional Program Services; Instructional Staff Development; Audit Services; Legal Services; Travel Services; Fiscal Services; Water & Sewer Services; Custodial Services; Repairs & Maintenance Services; Property Insurance; Trash Service; and Telephone Service.

To this end, and in order to present a budget based on economically sound principals, we included these selected services as “contracted” because doing so gave us the “best bang for our buck.” Once conditionally approved, and during the Pre-Planning year, we will scrutinize each of these functional areas, then make the determination which methodology (hire, contract, etc.) best meets our needs. Throughout this process we will keep our sponsor apprised of our final action and at that time we will present the “methods of delivery.”

AOH is not planning to participate in the SC Retirement System (13.29%) and as such, we indicated in our budget that our private retirement plan will begin at 4%, then increase by 0.5% each year, topping out at 6.5% the fifth year. These figures are contained in formulas internal to the cells for retirement expenses (Lines 18, 29, 39, 45, 53, and 71).

The cost used for group health insurance is based on the Monthly Employers Contribution chart in the Premiums section of the Employee Insurance Program 2010 Insurance Benefits Guide. The monthly premium for each plan (Employee, Employee/Spouse, Employee/Children, and Full Family) were considered, then we applied the historical data from twelve (12) operational charter schools to determine an individual monthly average. This monthly average was used to calculate our health insurance liability. These figures are contained in formulas internal to the cells for group health expenses (Lines 17, 28, 38, 44, 52, and 70).

As regards expenditures for individual needs of students with disabilities, the Academy of Hope set its Grade Span and Enrollment (GS&E) based on the Evidence of Support paragraph of the Support for the Formation of the Charter School section of the application. From our GS&E, we clearly presented our yearly Student Classification in five (5) separate worksheets of our Excel-based budget. In those worksheets we recorded those students in the General Instruction Functions (Kindergarten, Primary, and Elementary), pulling out 10% of the students and classifying them under Exceptional Programs: 5% Speech Handicapped (SP) and 5% Learning Disabilities (LD).

Year 1: 10 SP 10 LD 20 Total

Year 2: 12 SP 12 LD 24 Total

Year 3: 14 SP 14 LD 28 Total

Year 4: 16 SP 16 LD 32 Total

Year 2: 18 SP 18 LD 36 Total

This methodology was authorized and verified by Mellanie Jinnette at the SDE Office of Finance and it is what every applicant uses to set their student classifications

Having determined our “students with disabilities” we appropriately included expenditures for those students “individual needs.”

- a. Line 27-32 is our Exceptional Teacher, assumption as full-time, LD certified. This teacher will service our LD students.
- b. Line 50 is our Exceptional Program Services, assumption for Contracted Speech Services. This will service our SP students.
- c. Lines 33, 34, and 35 provide additional supplies, equipment, and computers (over and above those provided in Lines 23, 25, and 26) to our exceptional students.
- d. Line 49 is set to provide appropriate Psychological Services.
- e. Our Guidance Counselor (Lines 37-42) and Nurse (Lines 43-48) will provide assistance with learning problems, personal & social development, and physical & mental health needs.

As previously stated with our Food Service Program, after our Open Enrollment period, lottery (if required), and enrollment of students, we will know our actual student

classifications and we will be able to design, develop, and be ready to implement our Exceptional Children Program(s).

Budget and Accounting Management

The AOH Board will be responsible for the fiscal management of the school. As noted above, the AOH Planning Committee is researching fiscal management options. Currently we have the assistance of Kelley-Moser Consulting, LLC during the application phase of our charter

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Annual Audit

A Certified Public Accountant (CPA) will conduct an annual audit of all financial records. The audit will be conducted in the same manner as that conducted for all schools in the Horry County School District. AOH will adhere to the accounting, auditing, and reporting procedures and requirements of the Horry County School District, which are those for all public schools operating in South Carolina. Accounting, auditing, and reporting procedures and requirements will comply with the published specifications of the Office of District Auditing and Field Services contained in the Financial Accounting Handbook, Funding Manual, and Single Audit Guide. The AOH Board will receive, review, and approve the Auditor’s Report prior to official reporting.

Pupil Accounting System

In accordance with the guidelines set for the by the S.C. Pupil Accounting Manual and the South Carolina Student Accountability Manual, AOH will adhere to the reporting

procedures, policies, and regulations that apply to all public schools in South Carolina.

AOH will maintain and file reports in accordance with district, state, and federal requirements.

Negotiated Services Documentation

AOH has not as yet negotiated any services with any outside vendor. The AOH Planning Committee is currently researching options, such as outsourcing and in-house alternatives, for fiscal services, food services, pupil transportation services, custodial 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.

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. AOH will purchase worker's compensation insurance in the appropriate amounts. A statement setting out AOH's insurability and an estimate of the cost of the insurance is included in **Appendix K**.

Liability Insurance

AOH will purchase liability insurance, and the policy will cover at a minimum the limits of the South Carolina Tort Claims Act (S.C. Code Sections 15-78-120). Statements

setting out AOH's insurability and estimates of the cost of the insurance are included in **Appendix K.**

Property Insurance

AOH will provide sufficient insurance required to cover loss to the school building's contents for fire and theft. Statements setting out AOH's insurability and estimates of the cost of the insurance are included in **Appendix K.**

Indemnity Insurance

AOH will provide indemnity insurance against civil and criminal liability for the charter school to protect the Horry County School District, the members of the Board of the Horry County School District, and the employees of the Horry County School District acting in their official capacity with respect to all activities related to the charter school. A statement setting out AOH's insurability and estimates of the cost of the insurance are included in **Appendix K.**

Automobile Insurance

Academy of Hope has secured automobile insurance. A statement setting out the school's insurability and estimates of the cost of the insurance are included in **Appendix K.**

Transportation

Transportation will not be a barrier to attendance at AOH. Accordingly, we have appropriated funds in our budget for contingency transportation requirements. The Parent Organization plans to establish a carpool system to ensure that students who lack transportation are transported to and from school as needed. HOPE will provide

transportation if child cannot attend without transportation. Transportation will be provided if it is included in IEP for a student with disability.

School Bus

AOH does not intend to provide transportation via school bus. We do not intend to contract with the local school district, our sponsor, or a third party for transportation services.

Contracted Services

AOH does not intend to contract with the district or a third party for transportation.

Special Needs Students

Students with disabilities must be given access to a free and appropriate public education and be educated alongside their non-disabled peers whenever possible, and the Academy of Hope will offer related educational services, including transportation, to students with disabilities. Special education requirements are governed by Federal Public Law 94-142 and Chapter 33 of Code of Laws of South Carolina 1976: Title 59 (Sections 59-33-10 through 59-33-110). Code of Laws of South Carolina 1976: Title 59-67-520 also addresses transportation of special needs students.

As mandated by law, students with special needs will be provided bus transportation as necessary. The student's Individualized Education Plan (IEP), a legal document, will specify special circumstances such as transportation equipment, adult supervision, type of bus, etc. that must be provided to meet the student's needs. Any

arrangements for transportation for special needs students to attend school activities at AOH will be in accordance with all state and federal laws and regulations.

Facilities and Equipment

AOH has not yet identified a facility. We aim, however, to create a flexible, comfortable, interactive, supportive, and durable learning space. In order to focus our facilities search and evaluation, the following general site evaluation criteria were established:

- Central location, accessible to the largest pools of eligible students
- Suitable for use as a school. Either a former school building or a building conducive to conversion for a school
- Sufficient square footage to support a maximum school population of 360 students (at least 75,000 sq ft) through an existing facility or an existing facility plus extension

Currently, we are talking with three potential site owners in an attempt to locate and negotiate the best arrangement for AOH. If this charter application is approved, the Academy of Hope will contract with a South Carolina licensed architect to ensure a full evaluation of the site is conducted to determine any renovations that are necessary.

In an email sent to HCSD Deputy Superintendent Dr. Bobby Nalley on Tuesday, July 27, 2010, AOH Planning Committee Chair Joseph Washington specifically outlined the requirements of a suitable building for the Academy of Hope. The email reads as follows:

Bobby,

The Academy of Hope is schedule to open in the late summer of 2011. It will be k-8. In 2011 we plan to start only with grades k-4. Two classes for each grade which is a total of 10 rooms. We plan to grow a grade each year until we reach grade 8. So two more rooms each year is 8 rooms for a total of 18 rooms. Of course we will need administrative offices, auditorium, kitchen, dining area, and all that goes along with an elementary school.

I mentioned to you that Mr. Garland identified three schools that have potential for use for the Academy of Hope. Two in Conway and one in Myrtle Beach. We specially liked the one in Myrtle Beach because of its location near Pepper-Geddings recreation center. This would give our students an excellent opportunity to learn to take swimming lessons and learn to swim.

There are many vacant, underused, and available facilities across Horry County. AOH has looked at such several sites and plans to make a decision within a very short period of our approval. One is in a brand new annex owned by a House of Worship; the second is in the Waccamaw Pottery area of Myrtle Beach, owned by a developer; and the third is in a community development complex in Conway, which has its own 501c3. We understand that we must comply with all of the South Carolina laws and codes related to charter school facilities and will hire a SC architect in compliance with those terms upon approval.

The following schedule includes estimated dates for completion that will be reviewed by the architect, once hired. AOH has not, at this time, entered into any contractual relationship with any architectural firm.

The Academy of Hope Facility Timeline
June 7, 2010

Line No.	Event/Activity	Start Date	Duration	End Date
1	Decision on Facility Location	6/8/10	5 months	11/5/10
2	Preparation of Design Documents	11/8/10	4 weeks	12/22/10
3	Review with Committee	1/4/11		
4	Modifications	NA		
5	Approval by Committee	1/4/11		
6	Permitting of Facility	1/5/11	1-2 months	2/7/11
7	Submit to OSF	2/7/11		2/7/11
8	Submit to Horry County	2/7/11		2/7/11
9	Accept Applications from Students	12/1/10	3 months	3/1/11
10	Bid-Advertising Period	1/3/11	5 weeks	2/7/11
11	Pre-Bid Conference	2/7/11		
12	Bid Opening/Review w/ Committee	3/2/11		
	10-day protest period			
13	Board Approval (if needed)	3/2/11		3/12/11
14	Award Contract	3/12/11		
15		3/18/11		
16	Notice to Proceed	4/8/11	4-7 weeks	
17	Preliminary Site Work	4/11/11		
18	Mechanical Systems Ordered	4/11/11		
19	Construction	4/18/11		
20	Obtain Certificate of Occupancy	5/23/11	1 week	5/30/11
21	Install Furniture and Equipment	6/1/11	4 weeks	6/30/11
22	Teacher Move-In	7/4/11	1 week	7/11/11
23	School Starts	7/18/11		

Equipment

Academy of Hope will acquire standard classroom equipment such as teacher desks, student desks, chairs, bookcases, file cabinets and reading tables through school funds, donations, and/or fundraisers. As a part of Academy of Hope's mission to prepare students to be critical thinkers and have an increased global awareness, various forms of technology such as computers, *Clickers*, LCD projectors, Smart boards, printers, overhead projectors, and *eBeams* will be purchased as deemed necessary to support the

learning environment. Please see **Appendix M** for a comprehensive list of necessary office and instructional materials.

Academy of Hope will work towards forming community partnerships to assist with some of the costs for the school. Academy of Hope will collaborate with community stakeholders in the selection process for instructional materials. All selected materials will support the educational philosophy, goals and objectives and will be in compliance with local, state, and federal guidelines.

Textbooks will be a secondary source of information. Academy of Hope will use textbooks as resources to assist in providing instruction. The staff at Academy of Hope will participate in continuous, ongoing professional development that will allow the opportunity to discover various instructional methods and resources that fit the needs of the students. A team of stakeholders for Academy of Hope will examine textbooks to ensure suitable alignment to the school's mission and vision as well as the standards established by the local, state, and federal government. Academy of Hope will also select computer software that is in compliance to all regulations that are in place for all public schools in Horry County. Selected software will be evaluated regularly to ensure proper alignment with the school's mission and vision.

PRACTICES

A. Governance and Operation

Academy of Hope is classified 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 N**.

Governing Board

Employees of the charter school and all parents or guardians of enrolled students will elect the Academy of Hope Governing Board annually. The Academy of Hope Board will appoint a nomination committee to accept applicants for membership to the board by school employee, parents and/or guardians of students at the charter school. School employees, parents and/or guardians of enrolled students can vote to elect governing board members. Each parent or guardian will have one vote for each student enrolled in the school as stated in governing board election procedures.

Academy of Hope, Inc. will use the following procedures to dissolve the charter Planning Committee:

- (A) Prepare a resolution of the charter planning committee to dissolve when the board is elected.
- (B) Charter Planning Committee submits documentation to SDBE and local school board notifying of a meeting to elect governing board members.
- (C) Academy of Hope, Inc. will establish a nominations committee to elect the governing board.

GOVERNING BOARD ELECTIONS

After their election, the AOH Board of Trustees will be organized as the governing body of AOH in accordance with the requirements of the South Carolina Charter Schools Act. The Board will consist of 7 members. The Board will be elected annually no later than October 15 of each year, and it will be responsible to constituents of the charter school (e.g., parents/guardians and employees) as well as the charter's

sponsoring agent. All employees of the charter school and all parents or guardians of enrolled student 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.

Within four weeks of the beginning of each school year, AOH will hold a pre-election meeting. At the pre-election meeting AOH will accept written nominations for candidates. The school will also accept written nominations for one week after the pre-election meeting. AOH will contact individuals nominated to ensure their willingness to serve. AOH 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 the school will 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.

During the first year of operation, and no later than October 15, the AOH Planning Committee will tally votes during a public meeting and announce the first governing Board to serve for the 2011-2012 school year. The AOH Charter Committee will then be dissolved and the elected governing Board will assume its responsibilities; it will hold its meeting within 15 days of election. In subsequent years, the tallying of election votes will occur during a public governing Board meeting during the first semester of each school year, with the current chairperson of the Board announcing the results of the election. The EDP and at least one teacher from each of the following areas: primary grades (kindergarten through grade two), intermediate grades (third through fifth

grade), and middle grades (sixth through eighth grade); and special education will be ex-officio members of the governing board, with no voting rights but with the responsibility of providing educational knowledge, data, and information to help the governing Board make informed decisions.

GOVERNING BOARD RESPONSIBILITIES

The Board will have ultimate authority for the following activities:

- Employing and contracting with teachers and nonteaching employees;
- Ensuring that teachers, whether certified or noncertified, undergo the background checks and other investigations required for certified teachers, as provided by law, before they are employed in the school;
- Contracting for other services, including but not limited to transportation, financial accounting, and legal services;
- Developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
- Deciding all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures; and
- Ensuring that the school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the Horry County School District.

Additionally, the Board will:

- Submit required reports annually to the local school Board and the State Department of Education;
- Submit a charter renewal request at the appropriate time; and

- Enforce the adherence of the charter school to the same financial audits, audit procedures, and audit requirements as are applied to the public schools operating in the Horry County School District.

The charter school and all school Board operations will conform to state and federal laws and regulations, 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.

BOARD MEMBERSHIP

Members of the Board should have a genuine interest in and devotion to public education, a willingness to give time and effort to the work, a capacity for understanding people, and the ability to work cooperatively with others. The South Carolina Constitution also prohibits any person convicted of a felony under state or federal law or other crimes related to elections and voting from being elected to and serving in an office in this state or its political subdivisions, including school districts.

BOARD MEMBER CODE OF ETHICS

The AOH Planning Committee believes that public schools play a vital and important role in our state and country by providing the basic foundation for democratic living and for sustaining the American way of life. Therefore, school Board membership represents a challenging responsibility. The AOH Planning Committee intends for a code of ethics to be adopted by the Board as a guide to its members as they strive to render effective and efficient service to their community. A Board member should honor the high responsibility that his/her membership demands by doing the following:

- Thinking always in terms of children first

- Understanding that the basic function of a school Board is policymaking, not administration, and by accepting the responsibility of learning to discriminate intelligently between these two functions
- Accepting the responsibility along with his/her fellow Board members of seeing that the maximum facilities and resources are provided for the proper functioning of the school;
- Representing, at all times, the entire school;
- Accepting the responsibility of becoming well informed concerning the duties of Board members and the proper functions of public schools; and recognizing responsibility as an elected official to seek the improvement of education throughout the state.

A Board member should respect his/her relationships with other members of the Board by doing the following:

- Recognizing that authority rests only with the Board in official meetings and that the individual member has no legal status to bind the Board outside of such meetings;
- Recognizing the integrity of his/her predecessors and associates and the merit of their work;
- Refusing to make statements or promises as to how he/she will vote on any matter which should properly come before the Board as a whole;
- Making decisions only after all facts bearing on a question have been presented and discussed;

- Respecting the opinion of others and graciously conforming to the principle of majority rule;
- Refusing to participate in irregular meetings such as secret or "star chamber" meetings which are not official and which all members do not have the opportunity to attend; and
- Maintaining the confidentiality of matters discussed in executive session.

A Board member should maintain desirable relationships with the EDP and AOH faculty and staff by doing the following:

- Striving to procure, when a vacancy exists, the best professional leader available for the head administrative post;
- Giving the EDP full administrative authority for properly discharging his/her professional duties and holding him/her responsible for acceptable results;
- Having the EDP present at all meetings of the Board except when his/her contract and salary are under consideration;
- Referring all complaints to the EDP and discussing them only at a regular meeting after failure of an administrative solution;
- Striving to provide adequate safeguards around the EDP and other staff members to the end that they can work comfortably in the community and discharge their educational functions on a thoroughly professional basis;
- Presenting personal criticisms of any employee directly to the EDP.

BOARD-EDP RELATIONSHIP

The AOH Planning Committee believes that the Board’s most important function is formulation and adoption of policy. The EDP’s function is the execution of the policies. The Board delegates certain of its executive powers to the EDP to manage the schools within the established policies. The Board's delegation of its executive powers to the EDP provides freedom for the EDP to manage the school within the Board's policies and frees the Board to devote its time to policymaking and appraisal functions.

The Board holds the EDP responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the school program, and the provision of information to the Board about school operations and problems. The relationship that exists between a Board and its EDP is an intrinsic part of the educational process within a community. A knowledge of what each can reasonably expect of the other can help substantially in promoting sound working relationships.

The Board will do the following:	The EDP will do the following:
Select a competent, established educational leader as EDP and support that person in the discharge of assigned duties.	Administer effectively and provide the professional educational leadership necessary. All individuals employed by the Board are responsible directly or indirectly to the EDP.
Serve as a policymaking body.	Recommend sound policy and enforce the policies by establishing rules and regulations.
Allow the EDP to administer the school.	Make Board policy effective through efficient administration.
Adopt an annual budget.	Prepare and submit an annual budget to the Board for consideration.
Exercise sound judgment in business affairs of the school corporation.	Keep the Board informed on financial matters, do sound long-range planning and

<p>Deal always in an ethical, honest, straightforward, open-and-above-board manner with the EDP and the public.</p> <p>Approve an organizational pattern for the administration.</p> <p>Require and discuss reports of the EDP concerning the progress of the school in terms of achievements of students, faculty, and staff.</p> <p>Function as a Board rather than as individuals.</p> <p>Carry on communications with staff members through the EDP.</p> <p>Remember that the school exists for the benefit of the students and of the state.</p> <p>Present the needs of the school before the citizens of the state.</p> <p>Adopt school curriculum, textbooks and annual school calendar.</p>	<p>keep current expenditures within the approved budget.</p> <p>Deal always in an ethical, honest, straightforward, open-and-above-board manner with the board, the staff and the public.</p> <p>Make assignments for each position with the board's authorization.</p> <p>Formulate and administer means of evaluating staff members and report findings to the Board. Duties and responsibilities may be delegated, but the EDP has final responsibility for actions of subordinates.</p> <p>Deal with the Board as a whole rather than as individual members.</p> <p>See that the staff can have necessary communication through the EDP with the Board.</p> <p>Remember that the school exists for the benefit of the students and the state.</p> <p>Plan means of keeping the public informed about school matters. Serve as a representative of the school before the public.</p> <p>Recommend for Board action school curriculum, textbooks and annual school calendar.</p>
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BOARD CONSULTANTS/STAFF ASSISTANTS

The AOH Planning Committee and, subsequently, the Board or the administration may enlist the services of consultants to provide specialized advice or assistance to the school. These services may concern educational, management, or administrative matters. Any consultant services obtained by the agency will be obtained in accordance with all applicable budget and control Board and/or state department of education regulations. Consultants will have no authority over the work of the employees of the school. They will act only as advisors in the field in which they are qualified to offer assistance. The Board will have final approval of all suggestions made by such consultants.

BOARD/STAFF COMMUNICATIONS

The Board intends to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the EDP. Faculty, teachers, or other staff members will submit all communications or reports to the Board or any Board committee through the EDP. This necessary procedure will not be construed as denying the right of any employee to appeal to the Board from administrative decisions, provided such appeal is in accordance with the Board's policy on complaints and grievances.

Board meetings are public meetings. As such, they provide an excellent opportunity to observe firsthand the Board's deliberations on problems of staff concern. The Board will make all official communications, policies and directives of staff interest and concern to the staff through the EDP. The EDP will employ such media as are appropriate (e.g., EDP's notes) to keep the staff informed of the Board's problems, concerns and actions.

Board members should make official visits to the school only under Board authorization and with the full knowledge of staff, including the EDP. Board members may make informal visits to the school or classrooms after making arrangements for visitations through the EDP. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Staff and Board members share a keen interest in the school and in education generally. Therefore, it is expected that when they meet at social affairs and other functions, they may informally discuss such matters as educational trends, issues, innovations and general school problems. However, Board members have no special authority unless they are convened at a legal meeting of the Board or vested with special authority by Board action.

The Board and the staff of AOH will comply with the Freedom of Information Act as stated at: www.scstatehouse.gov/code/t30c004.htm. This will include, but is not limited to all policies regarding student, faculty and staff records, administrative records, and meetings.

Specifically, the Board will adhere to policies for each of the following:

Student Records: Student records are subject to Family Education Rights and Privacy Act. The Board recognizes and agrees to comply with the Family Educational Rights and Privacy Act (FERPA) requirements. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- a. School officials with legitimate educational interest;
- b. Other schools to which a student is transferring;
- c. Specified officials for audit or evaluation purposes;
- d. Appropriate parties in connection with financial aid to a student;
- e. Organizations conducting certain studies for or on behalf of the school;

- f. Accrediting organizations;
- g. To comply with a judicial order or lawfully issued subpoena;
- h. Appropriate officials in cases of health and safety emergencies; and
- i. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA and may be notified through special letter, inclusion in a PTA bulletin, student handbook, or newspaper article (left to the discretion of each school).

Administrative Records: Administrative records are not exempt from public records requirements. AOH will comply with all requirements for public records including right to inspect or copy public records and requirements regarding maintaining public records for reviews.

From SECTION 30-4-30. Right to inspect or copy public records; fees; notification as to public availability of records; presumption upon failure to give notice; records to be available when requestor appears in person.

(a) Any person has a right to inspect or copy any public record of a public body, except as otherwise provided by Section 30-4-40, in accordance with reasonable rules concerning time and place of access.

(b) The public body may establish and collect fees not to exceed the actual cost of searching for or making copies of records. Fees charged by a public body must be uniform for copies of the same record or document. However, members of the General Assembly may receive copies of records or documents at no charge from public bodies when their request relates to their legislative duties. The records must be furnished at the lowest possible cost to the person requesting the records. Records must be provided in a form that is both convenient and practical for use by the person requesting copies of the records concerned, if it is equally convenient for the public body to provide the records in this form. Documents may be furnished when appropriate without charge or at a reduced charge where the agency determines that waiver or reduction of the fee is in the public interest because furnishing the information can be considered as primarily benefiting the general public. Fees may not be charged for examination and review to determine if the documents are subject to disclosure. Nothing in this chapter prevents the custodian of the public records from charging a reasonable hourly rate for making records available to the public nor requiring a reasonable deposit of these costs before searching for or making copies of the records.

(c) Each public body, upon written request for records made under this chapter, shall within fifteen days (excepting Saturdays, Sundays, and legal public holidays) of the receipt of any such request notify the person making such request of its determination and

the reasons therefore. Such a determination shall constitute the final opinion of the public body as to the public availability of the requested public record and, if the request is granted, the record must be furnished or made available for inspection or copying. If written notification of the determination of the public body as to the availability of the requested public record is neither mailed nor personally delivered to the person requesting the document within the fifteen days allowed herein, the request must be considered approved.

(d) The following records of a public body must be made available for public inspection and copying during the hours of operations of the public body without the requestor being required to make a written request to inspect or copy the records when the requestor appears in person:

(1) minutes of the meetings of the public body for the preceding six months;

(2) all reports identified in Section 30-4-50(A)(8) for at least the fourteen-day period before the current day; and

(3) documents identifying persons confined in any jail, detention center, or prison for the preceding three months.

Meetings: All AOH meeting will be conducted in public according to the stipulations of the FOIA.

From SECTION 30-4-70. All meetings are public unless the meetings are permissible by law to be closed.

(a) A public body may hold a meeting closed to the public for one or more of the following reasons:

(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.

(b) Before going into executive session the public agency 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.

(c) No chance meeting, social meeting, or electronic communication may be used in circumvention of the spirit of requirements of this chapter to act upon a matter over which the public body has supervision, control, jurisdiction, or advisory power.

(d) This chapter does not prohibit the removal of any person who willfully disrupts a meeting to the extent that orderly conduct of the meeting is seriously compromised.

(f) The Board of Trustees of the respective institution of higher learning, while meeting as the trustee of its endowment funds, if the meeting is in executive session specifically pursuant to Sections 59-153-80(A) or 59-153-320(C).

From SECTION 30-4-80. Notice of meetings of public bodies.

(a) All public bodies, except as provided in subsections (b) and (c) of this section, must give written public notice of their regular meetings at the beginning of each calendar year. The notice must include the dates, times, and places of such meetings. Agenda, if any, for regularly scheduled meetings must be posted on a bulletin board at the office or meeting place of the public body at least twenty-four hours prior to such meetings. All public bodies must post on such bulletin board public notice for any called, special, or rescheduled meetings. Such notice must be posted as early as is practicable but not later than twenty-four hours before the meeting. The notice must include the agenda, date, time, and place of the meeting. This requirement does not apply to emergency meetings of public bodies.

(d) Written public notice must include but need not be limited to posting a copy of the notice at the principal office of the public body holding the meeting or, if no such office exists, at the building in which the meeting is to be held.

(e) All public bodies shall notify persons or organizations, local news media, or such other news media as may request notification of the times, dates, places, and agenda of all public meetings, whether scheduled, rescheduled, or called, and the efforts made to comply with this requirement must be noted in the minutes of the meetings.

SECTION 30-4-90. Minutes of meetings of public bodies.

(a) All public bodies shall keep written minutes of all of their public meetings. Such minutes shall include but need not be limited to:

(1) The date, time and place of the meeting.

(2) The members of the public body recorded as either present or absent.

(3) The substance of all matters proposed, discussed or decided and, at the request of any member, a record, by an individual member, of any votes taken.

(4) Any other information that any member of the public body requests be included or reflected in the minutes.

(b) The minutes shall be public records and shall be available within a reasonable time after the meeting except where such disclosures would be inconsistent with Section 30-4-70 of this chapter.

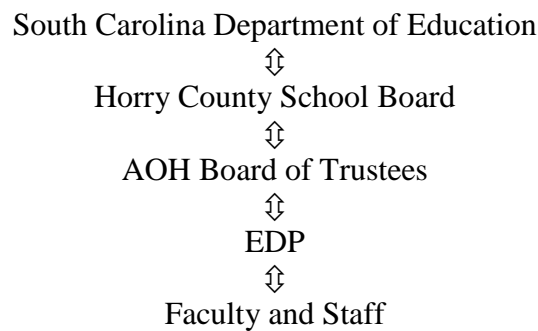
(c) All or any part of a meeting of a public body may be recorded by any person in attendance by means of a tape recorder or any other means of sonic or video reproduction, except when a meeting is closed pursuant to Section 30-4-70 of this chapter, provided that in so recording there is no active interference with the conduct of the meeting. Provided, further, that the public body is not required to furnish recording facilities or equipment.

Administrative Structure

The administration of AOH 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 Board is devoted to and legally charged with the responsibility for providing an instructional program for the students it serves. AOH 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 EDP to provide professional administrative leadership. The EDP is responsible for executing the professional staff responsibilities through the design of an administrative organization that will meet the needs of the school and most efficiently and effectively use its resources. 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 EDP the authority for the management and execution of day-to-day school activities, including management of personnel and instructional leadership. The EDP will serve as the liaison between the Board and the school. The administrative structure is as follows:



The EDP 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 EDP is responsible for providing a supportive environment for AOH employees, and must promote academic freedom, trust, and respect among all employees. The EDP's specific responsibilities will include the following:

- 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 and 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; and
- Carry out all duties that may be assigned by the Board.

The AOH Planning Committee views the EDP's position in the school in a triple capacity: (1) executive officer of the school, (2) instructional leader and accountability officer for all instructional personnel, and (3) liaison between those personnel and the Board. The EDP 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 AOH Planning Committee believes responsibility for the administration of the school should rest with the EDP, the Board has the responsibility for developing a systematic means of evaluating the EDP's effectiveness in implementing the objectives expressed in policies. The EDP has the responsibility for evaluating the effectiveness of all other school personnel.

The EDP, in his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the EDP by these policies or by vote of the Board. The delegation of powers or duties, however, will not relieve the EDP of responsibility for action taken under such delegation. The EDP -- within the limits of the law and Board policy -- is the administrative authority of the

school. The EDP is responsible for a thorough knowledge of all laws, regulations and instructions governing the position.

The efforts and initiatives of the EDP are primarily directed toward developing and maintaining essential knowledge and current information on all aspects of programs and services for AOH students, especially model services, technological advances, and legal and managerial perspectives. The EDP is accountable to a wide range of constituents – beginning with the AOH 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 AOH programs. The EDP 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.

Parental, Community, and Educator Involvement

The AOH Planning Committee intends for parents, community members, and professional educators to be involved in decision-making. AOH began the process of involving parents, community members, and professional educators in the design of the proposed charter school in 2009, and AOH will continue to involve these groups throughout planning and throughout 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 the AOH is through service on the Planning Committee and, ultimately, the Board and its advisory committees. AOH has established sub-committees and will revise sub-

committees and advisory committees (e.g., the Parent Advisory Committee) as needed so that all stakeholders can be involved in greater numbers. Sub-committees include the Education Sub-Committee, the Business/Finance Sub-Committee, the Governance Sub-Committee, the Facility Sub-Committee, and the Fundraising Sub-Committee. At least one teacher from each of the following areas: primary grades (kindergarten through grade two), intermediate grades (third through fifth grade), and middle grades (sixth through eighth grade); and special education will be ex-officio members of the governing board, with no voting rights but with 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 themselves 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 monthly 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 AOH parents/legal guardians as well, to the extent that their work schedules and family commitments allow. The AOH Planning Committee believes that parent involvement significantly enhances the educational experience for all students. While this participation will be highly encouraged and striven towards, AOH will not base any admission decisions on a parent's ability to volunteer in compliance with Section 59-40-50 (B) (7) of the Charter School Act. However, parents will be requested to complete at least 10 Volunteer Hours per school year. AOH

anticipates accommodating parents' varied schedules and interests by providing numerous opportunities to volunteer and by working with parents individually, as needed, to create unique and specific volunteer plans. 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 will also be expected to attend parent-teacher conferences, participate in school activities, and serve as members of the Intervention Team. If a student is referred to the Intervention Team due to need for advancement or remediation, his/her parents will be invited and encouraged to attend and participate in all of the student's Intervention meetings. The Intervention program is designed so that parents will be involved in the individualization of instruction for their child.

Admissions Policies and Procedures

Enrollment and Eligibility

In accordance with Section 59-40-50 of the South Carolina Code of Laws, Title 59, Chapter 40, AOH will admit all students eligible to attend Kindergarten through Eighth Grade and residing in Horry County, subject to AOH limitations, and AOH 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 lottery, as specified in federal and state guidelines.

AOH will not limit, deny admission, or show preference to any individual or group of individuals. AOH will recruit, register, and admit students without regard to race, creed, color, gender, sexual orientation, national origin, religion, ancestry, disability or need for special education services. Because AOH is seeking sponsorship through the Horry County 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 enrolled in the school, to children of charter school employees, and, to children of planning committee members provided their enrollment does not constitute more than twenty percent of the total charter enrollment. AOH will honor these special circumstances for siblings of enrolled students and children of charter school employees. AOH understands that granting priority status to children of planning committee members may not be appropriate for charter schools that are designated 501(c)3 organizations and we intend to honor special circumstances for children of planning committee members if it is deemed allowable by federal law under IRC 501(c)3.

RECEIPT AND PROCESSING OF APPLICATIONS

AOH will receive applications for enrollment between December 1 and March 1 of the school year prior to each year of implementation and will process them in the following ways:

Postal mail: Prior to Year 1 implementation, applications for enrollment may be mailed to a P.O Box to be established in the school's name. In subsequent years

applications may be mailed to the AOH facility. AOH personnel will collect postal applications and date them according to postmark.

Email: Prior to Year 1 implementation, applications for enrollment may be e-mailed to AOH at AOHinfo@gmail.com. In subsequent years applications may be emailed to an AOH address designated by the EDP. AOH 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: Prior to Year 1 implementation, applications for enrollment may be completed via the on-line application system at the eventual Academy of Hope website. An on-line application may be available in subsequent years as well. AOH personnel will print a copy of on-line applications and date them according to date submitted. The on-line system tracks date and time of submission.

In person on-site: Once open, AOH will also accept applications at the school. The Head of School will designate personnel who will collect applications and date them according to date and time of submission.

AOH will notify parents by mail of their children's acceptance. Applications received after March 1 will be considered on a first-come/first-served basis.

PRIORITY ENROLLMENT AND CONDUCT OF LOTTERY

Siblings of children enrolled at AOH, children of AOH Planning Committee members, and children of AOH employees will have priority status each school year not to exceed twenty-percent of total enrollment, as allowable per state and federal law. In the event that the number of applicants exceeds the capacity of the school, a lottery will be conducted in each grade level and division affected. The lottery will be duly

publicized and held at an evening meeting open to the public. The lottery will proceed as follows:

(1) For each applicant, AOH personnel will create a lottery card bearing: (a) the name of the student and (b) his/her grade level. AOH personnel will verify each lottery card against the application;

(2) AOH personnel will place each individual lottery card in an envelope noting only the grade level to which student is applying;

(3) AOH personnel will place all envelopes in large, transparent containers marked according to grade applied for, and the envelopes will be thoroughly shuffled;

(4) An impartial third party will draw and open an envelope and will record the applicant's name and lottery order number on the applicant's lottery card and the application;

(5) This process will continue until all envelopes have been drawn, opened, and recorded;

(6) The rosters for each grade will include the names drawn by lottery number in order equaling the number of enrollment openings for each division in each grade.

(7) The remaining names will be placed on a waiting list for that grade by lottery order number.

(8) The process will be repeated for all affected classes.

Students Outside the District

AOH does not plan to enroll out-of-district students.

Student Appeals Process

In the event that AOH denies admission to a student for reasons other than the results of a lottery, the student may appeal that decision to the Horry County School District Board. The appeal must be in writing and state the grounds on which the appeal is based. The decision of the Horry County School District shall be binding and final without right of appeal (Section 59-40-50(c)(1)).

Racial Composition

Policies and Procedures

AOH promotes and welcomes an atmosphere of racial diversity. We have consciously made a mass appeal when communicating the purpose of our proposed school, intended to reach all students in Horry County. We have made announcements in a variety of churches, daycares, and throughout various communities within Horry County. When the application is complete and approved, we will advertise in post offices and libraries, do Public Service Announcements on radio and TV, and place announcements in newspapers.

It is the policy of AOH that no person shall be excluded from participation, be denied the benefits of, or in any way be subjected to, discrimination in enrollment, program involvement, or any activity of the school. Enrollment at AOH is open to anyone, regardless of race, ethnicity, or gender. Recruitment shall be open and non-discriminatory to aim for a representative population of the Horry County School District.

As of the most recent 2008 data, the Horry County School District's ethnic distribution percentages are as follows:

WHITE	67%
BLACK	21
HISPANIC	7
OTHER	5

This information can be accessed through the Horry County School District at:
<http://www.horrycountyschools.net/cms/One.aspx?portalId=743462&pageId=753989#Ethnic>.

Desegregation Plan or Order

Academy of Hope will not be subject to a desegregation plan or order. A copy of a letter from Horry County indicating the lack of a desegregation plan or order can be found in

Appendix O

Student Conduct, Rights and Responsibilities, and Discipline Procedures

STUDENT CONDUCT

The AOH 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.

AOH 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, gender, sexual orientation, disability, and economic or social conditions. It will be the EDP's responsibility to develop a plan and provide procedures to assure support of the AOH 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, AOH 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.

AOH procedures regarding student conduct and discipline will emphasize positive behavioral supports to help AOH students develop desirable behaviors as well as eliminate undesirable behaviors. Discipline is a way of teaching and effective teaching 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 a well-rounded adult.

As students progress 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 will also 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 addresses a particular behavior, it generally would be inappropriate to use some other response for the specific behavior(s) identified in the 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 of 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 AOH 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 physical 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 and/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 or any other factors the administration chooses to take into consideration.

DISCIPLINARY ACTIONS

Violations of AOH policies, rules, and regulations will result in disciplinary actions. The AOH Planning Committee, and ultimately the Board, will direct the AOH administration to establish additional rules and regulations necessary to create and preserve conditions essential to the 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, Free Appropriate Public Education (FAPE) will be provided for students with disabilities.

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 AOH 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, 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 EDP will be trained in a prescribed physical restraint method within one year of employment.

Suspension of Students

It is the policy of AOH to provide due process of law to students, parents and school personnel through procedures for the suspension of students that 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 EDP 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 EDP 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 EDP. However, the EDP 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 offence, the

EDP or his/her designee will confer with the student's Intervention team before initiating suspension procedures.

The student may appeal the action of the EDP to the AOH Board. The EDP will advise the parent/legal guardian of the right to appeal the EDP's decision to the Board. The parent/legal guardian must give notice of his/her intent to appeal to the EDP, 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 EDP'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 EDP with a copy of any written response. Should the AOH Board reject an administrative recommendation for suspension or should a court of final disposition reverse the suspension or expulsion action, the EDP will excuse all student absences resulting from said action.

Expulsion of Students

It is the policy of AOH 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 EDP. Authority to expel students from school rests solely with the EDP. Special education students must still receive FAPE even while expelled from classes on campus.

The following procedures will apply to the expulsion of students. The EDP 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 EDP, 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 EDP to the AOH Board. The EDP will advise the parent/legal guardian of the right to appeal the EDP's decision to the Board. The parent/legal guardian must give notice of his/her intent to appeal to the EDP, 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 EDP's 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 EDP with a copy of any written response. Should the AOH Board reject an administrative recommendation, or should a court of final disposition reverse the suspension or expulsion action, the EDP will excuse all student absences resulting from said action.

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)). AOH 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 the same child for separate incidences of misconduct for up to ten consecutive school days. An interim alternative educational setting will be provided for students suspended as to not interrupt his/her current IEP services.

Behavioral Intervention Plans (BIP) and Functional Behavioral Assessments (FBA) are required when the parent and/or relevant members of the child's IEP team determine that a student's conduct was a manifestation of his or her disability under 34 CFR §300.530(e). If it is found that the child's misconduct is directly and substantially linked to his/her disability, the IEP team will conduct an FBA of the child, unless one has already been conducted. Additionally, the IEP team must write a BIP for this child, unless one already exists. In such case, the IEP team must review the plan and modify it appropriately to address the behavior.

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is

determined to be a manifestation of the child's disability, if the child commits one of the following acts:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function

Whenever a due process hearing is requested by a parent to appeal a decision regarding placement for disciplinary reasons, a manifestation determination, or a decision concerning extended school year services or when the hearing is requested by a school or LEA that believes maintaining the current placement of a child is substantially likely to result in injury to that child or to others, the hearing is considered to be expedited. The LEA is responsible for arranging the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed.

The hearing officer must make a determination within 10 school days after the hearing.

Unless the parents and school district agree in writing to waive the resolution meeting or agree to use the mediation process a resolution meeting must occur within 7 days of receiving notice of the due process complaint; and the due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint.

The decisions from expedited due process hearings are appealable consistent with 34 CFR § 300.514. When an appeal is made by either the parents or the LEA, the child

must remain in the IAES pending the decision of the special education due process hearing officer or until the expiration of the time period (period of disciplinary removal if the behavior is not a manifestation of the disability or period due to removal for special circumstances – drugs, weapons, or serious bodily injury), whichever occurs first, unless the parent and school district agree otherwise.

Additionally, if the parents have reason to believe the special education due process hearing officer is biased, they can object to the assignment of the officer. School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under §300.536).

If the Board feels that this policy is inadequate or incomplete, AOH is willing to adopt all district policies regarding student suspension and expulsion of students.

Student Absences and Excuses

In accordance with state law, the State Board of Education has established regulations defining lawful and unlawful absences from school in order to provide a system for the orderly enrollment and attendance of students. The purpose of these regulations is to identify the reasons for the child's continued absence and to develop a

plan in conjunction with the student and his/her parent/legal guardian to improve his/her future attendance. This applies to all students.

School officials will immediately intervene to encourage the student's future attendance when the student has three consecutive unlawful absences or a total of five unlawful absences. The EDP will promptly approve or disapprove any student absences in excess of ten days.

When a student's absence is determined by the EDP or his/her designee to be lawful, the student will be given permission to make-up work missed including tests, reports, homework, etc. The teacher for the particular class will determine the amount of time allowed for make-up. If a student's absence is determined by the EDP or his/her designee to be unlawful, there is no obligation on the part of the school personnel for make-up though the student is encouraged to obtain assignments and perform to the best of his/her ability.

Examples of lawful absences include: students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance and students in whose immediate family there is a serious illness or death. Students may be excused from attendance in school for recognized religious holidays of their faith. Students may be excused from attendance in school for the following reasons: doctor, dentist or orthodontist appointment; special family educational trips that have prior approval of the EDP. Trips not acceptable include: hunting trips, recreational trips, attending sporting events as a spectator, etc. Students may be excused from attendance in school when they are suspended from school.

Examples of unlawful absences include: students who are willfully absent from school without the knowledge of their parents/legal guardians; students who are absent from school without acceptable cause with the knowledge of their parents/legal guardians; and absences not verified by written permission of parent/legal guardian on the day of return to school after an absence.

It is recognized that many students participate in school-sponsored organizations or activities that may lead to absences for school purposes such as competitions, band trips, athletic events, field trips and conventions. While such absences may be for worthwhile causes, they nevertheless result in missed instruction. The EDP must approve activities of this nature. The classroom teacher is responsible for monitoring absences and reporting them to the EDP. Absences will be recorded as unexcused until a proper excuse is recorded with the EDP. It is the EDP's responsibility to notify the classroom teacher of all excused absences.

Intervention for Three [3] Absences: When three consecutive absences or three unlawful absences have accumulated, the teacher will contact the parent/legal guardian immediately (phone call, conference, etc.) explaining the attendance policy, encouraging attendance, doctor's excuses, etc. A summary of the conversation will be placed in the student's permanent record. If the parents/legal guardians cannot be contacted by phone, a letter should be mailed to them with a request that the letter be returned with their signature. If the letter is not returned, this will be documented on a copy of the letter sent to the parents/legal guardians.

Intervention for Five [5] Absences: Refer the absences to the EDP. Specify the dates and reasons for the absences. The EDP will make a contact through a home visit,

phone call, etc., and will develop a plan with the parent/legal guardian to improve their child's future attendance.

Intervention for Ten [10] Absences: Teacher notifies the EDP in writing of this absence at the time of the daily attendance count. Dates and reasons for absences must be listed. The EDP will make another contact with the parent/legal guardian and explain the attendance requirements and again revise the plan to improve the child's future attendance.

Beyond Ten [10] Absences: The EDP must approve any absences beyond ten, lawful or unlawful. The EDP must identify the reasons for the child's continued absence and revise the plan in conjunction with the student and his/her parent/legal guardian to improve his/her future attendance. When the student has eleven [11] unlawful absences, notification will be mailed to the parents/legal guardians that the child may be retained in his/her present grade because of an excessive number of unlawful absences. The EDP will maintain a copy of the letter. The parents/legal guardians will also be informed that the student must continue to attend ~~to~~ school. The family court may be contacted if educational neglect is suspected.

Student Dress

AOH will require that students wear a school uniform to be determined by the AOH Planning Committee. Students who come to school dressed in violation of the dress code will be accompanied to the office and required to make arrangements for other clothing. The EDP may designate school-wide casual days when uniforms will not be required.

Drug and Alcohol Use by Students

No student, regardless of age, will possess, use, sell, purchase, barter, distribute or be under the influence of alcoholic beverages or other controlled substances in the following circumstances: on school property (including buildings, grounds, vehicles); at any school-sponsored activity, function or event whether on or off school grounds including any place where an interscholastic athletic contest is taking place); during any field trip; during any trip or activity sponsored by the Board or under the supervision of the Board or its authorized agents. No student will aid, abet, assist or conceal the possession, consumption, purchase or distribution of any alcoholic beverage by any other student or students in any of the circumstances listed above. No student will market or distribute any substance that is represented to be or is substantially similar in color, shape, size or markings of a controlled substance in any of the circumstances listed above. All administrators will cooperate fully with law enforcement agencies and will report to them all information that would be considered pertinent or beneficial in their efforts to stop the sale, possession and use of controlled substances. The administration will, at a minimum, suspend students who violate this policy and the administration may seek services from other agencies.

Weapons in School

It is the policy of the AOH Planning Committee to ensure the safety and welfare of its students and employees. The presence of firearms, knives, blackjacks or other weapons on school property poses a severe threat of serious harm or injury to students and staff. While on school grounds, in school buildings, on buses or at school-related functions, students will not possess any item capable of inflicting injury or harm (hereinafter referred to as a weapon) to persons or property when that item is not used in

relation to a normal school activity at a scheduled time for the student. No vehicles parked on school property may contain firearms, knives, blackjacks or other items generally considered to be weapons.

General Violations

Though not specifically mentioned in this list and levels of violations of behavior, any act that 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 a revision of the student’s academic program may be developed or requested.

Examples of Level 1 behaviors include: disrupting/disturbing school activities; throwing things; littering; disrespect toward other/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 ~~code~~ violations; distribution or sale of unauthorized material; obscene language/gestures – profanity, unacceptable talk (not necessarily directed toward others).

Recommended disciplinary options for Level 1 behaviors include: warning; corrective instruction; parent/legal guardian contact; student conference; detention;

removal of privilege; class management plan; confiscation; seating change; time out.

These are some examples/options but are not all-inclusive.

Level 2 – Offenses that 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. The EDP or his/her designee will manage violations. When sound behavior management fails, staff will refer the student for an intervention conference where a revision of the student’s intervention plan may be developed or requested.

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 without permission; cheating; searching others’ belonging; lying; refusing to follow disciplinary option given; being in unassigned/unauthorized areas in the school; defiance – disrespectful behavior; rough horseplay.

Recommended disciplinary options for Level 2 behaviors include: warning; corrective instruction; parent/legal guardian contact – mandatory; student conference; detention; removal of privilege – extracurricular activities; class management plan; confiscation; time out; 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. The EDP will manage Level 3 offenses. For safety, actions may demand immediate removal. Level 3 referrals require immediate attention and direct referrals to the EDP. Due to the potentially serious nature of Level 3 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	Behavior services referral
OSS	Out of school suspension
L4	Move to next level
RE	Recommendation for expulsion
REST	Restitution
CR	Counseling services referral
D	Lunch/After school detention
BPR	Referral for academic or behavior plan revision
CF	Confiscation
CS	Community service
ROC	Resource office contact

Behavior	Consequences		
	1 st offense	2 nd offense	3 rd 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
Stealing	ISS(1) REST/CP/ROC	ISS(2)/CP REST/ROC	ISS(3)/CP REST/ROC
Possession of stolen goods	ISS(1) REST/CP/ROC CF	ISS(2)/CP REST/ROC CF	ISS(3)/CP REST/ROC CF
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	OSS(1)/CP ROC/CR	OSS(3)/CP ROC/SgIP	L4

appropriate purposes			
Intoxication	OSS(1)/CP ROC/CR	OSS(3)/CP ROC/SgIP	L4
Fighting or physically hurting other or physical abuse	ISS(1)/CP	ISS(2)/CP	ISS(3)/CP
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
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, heavy petting, etc.	OSS(1) CP/FSS CR	OSS(3) CP/FSS IC	OSS(5) CP/FSS
Violation of network use agreement (minor) – use of another student’s password, unauthorized use, etc.	ISS(1) CP	ISS(3) CP/IC	OSS(3) CP
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 ROC
Discharging fire extinguisher	ISS(3) REST/CP	OSS(3) REST/CP IC	L4
Directing profanity, vulgar language, or obscene gestures toward 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.)	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. The EDP and/or his/her designee will manage level 4 offenses. 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 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 against another person – aggravated assault; inflicting serious injury and/or use of a dangerous weapon; inappropriate sexual behaviors – indecent exposure, fondling, heavy petting, etc.; other criminal offenses.

Recommended disciplinary options for Level 4: For all students, all Level 4 violations require the following: parent/legal guardian contact – mandatory; warning; corrective instruction; class management plan; student conference; detention; removal of privileges such as extracurricular activities; in-school suspension; confiscation; time out. These are some example/options but are not all-inclusive.

STUDENT RIGHTS

The AOH Planning Committee believes that students have rights that should be recognized and respected. It also believes that every right carries with it certain responsibilities.

- 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. They have the responsibility not to discriminate against others.
- Students have the right to attend free public schools. They 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. They also have the privilege of appealing administrative decisions that they believe have deprived them of their rights. They have the responsibility of cooperating with above.
- Students have the right to free inquiry and expression. They have the responsibility to observe reasonable rules regarding these rights. Students must be made aware of their legal rights and also of 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.
- Students have the right to advocate change of any law, policy or regulation. Students may exercise their right to freedom of expression through speech, approved time for assembly, petition and other lawful means. The exercise of this right may 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. They may not use this freedom to advocate violation of federal, state, and local laws, or school policies, rules and regulations.

The AOH Planning Committee 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 EDP 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 EDP will include at the planning stage, whenever feasible and appropriate, a representative of those students who will be affected by such provisions.

The AOH 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, the student, his/her parent/legal guardian or the teacher may bring the matter to the EDP'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, or unresolved, the complaining party may bring possible presentation to the EDP. If the matter is still unresolved, the complaining party may bring it in writing to the Board for review.

Regarding Title IX complaints, students who believe that they have been discriminated against on the basis of their sex have the right to appeal to the EDP. If the student is not satisfied with the decision of the EDP, he/she may appeal to the Board. Regarding Section 504 complaints, students who believe that they have been discriminated against on the basis of their disabling condition have the right to appeal to the EDP. If the student is not satisfied with the decision of the EDP, he/she may appeal to the Board. The EDP will schedule appeals to the Board.

Appeal Process for Student Suspension or Expulsion

Any AOH student has the right to appeal to the AOH Board any action of the EDP 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 EDP, 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 EDP's suspension action if it 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 EDP with a copy of any written response. Should the AOH

Board reject an administrative recommendation for suspension or should a court of final disposition reverse the suspension or expulsion action, the EDP will excuse all student absences from said action.

PARENTAL NOTIFICATION

The AOH Planning Committee 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. AOH will notify parents and students regarding the student conduct, rights, and responsibility policies, with corresponding explanations, in the student handbook distributed to all students and parents at the beginning of each school year. AOH will also provide an explanation of these policies through orientation sessions held at the school and classroom levels at the beginning of each school year. AOH will also post this information on the AOH website. Parents and students will be required to sign a statement each year that they have read and discussed attendance policies and the complete code of conduct handbook. It is imperative that parents/legal guardians and students realize that these policies apply to all AOH activities and sponsored events both on and off the campus, e.g. during field trips, to the fullest extent of the law.

E. Indemnification

The Academy of Hope assumes the liability for the activities of the charter school and agrees to 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.