



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

**South Carolina
Public Charter School Application**

Cover Page

Applicant Information

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State: South Carolina
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Name of Applicant Group: James Island Charter High School Board of Directors
FEIN: 51-0438043

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Additional Information About Proposed Charter School

Grade levels during opening year: 9-12
Grade levels at full student matriculation: 9-12
Sponsor Name: Charleston County School District

James Island Charter High School Charter Renewal

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Executive Summary

The faculty and staff of James Island Charter High School (JICHS) recognize the diversity of student interests, abilities, and aptitudes and accept the challenge of providing meaningful educational experiences for all students regardless of differences. The primary goal is to provide an educational opportunity for each pupil to develop to their fullest potential by providing a relevant multi-level program of study and activities and to enable the student to develop social, political and economic competence.

JICHS is beginning its sixteenth year of operation as a charter school. Our charter status allows us to become a truly comprehensive high school. Our Program of Studies has been created with our motto of “Achievement for All” in mind and is designed to provide all students with a wide variety of challenging courses in all curricular areas.

Our charter status has allowed us to expand our curriculum and staffing to provide additional educational opportunities. To this end, the JICHS Board of Directors authorized innovative programs such as the “We Care Alternative Program,” continued support of Charleston County’s only International Baccalaureate Program, after school and Saturday review sessions for End-of-Course examinations, and SAT/ACT preparation courses. Our school also received certification for Project Lead the Way, a nationally recognized pre-engineering program.

The school offers students the opportunity to participate in the International Baccalaureate (IB) Program, and the entire student population benefits by adopting the criteria for that program. IB requirements for structuring curriculum, adopting interdisciplinary focus, and advancing teacher development, elevate expectations of students, teachers, and parents. This comprehensive program sets a global standard. Students from outside of the attendance district may apply for acceptance to attend this academic program.

JICHS will continue to address our population of students who have one or more identified “risk factors” that have historically indicated a reduced chance of graduating from high school. For instance, we intend to further close the achievement gap between all students and students of lower socioeconomic status. By committing to work together, we have pledged our school community to increase the student graduation rate. Teachers, counselors, and administrators are creating partnerships with families, monitoring student academic progress, focusing on courses needed to graduate, updating parents monthly, providing assistance as soon as it is needed, and working on teaching strategies that are effective for teaching all children.

JICHS has implemented Read-to-Succeed (Act No. 284, 2014 S.C. Acts 2603) (R2S) reading plan to improve literacy for all students but also specific target historically underachieving students. The R2S plan includes specialized courses and team teaching to support at-risk learners in core content area classes. JI also utilizes multiple literacy coaches and a Writing Center to provide additional support for teachers and students. JI flexible schedule allows us to offer yearlong classes in core content areas for students that need additional support.

JICHS operates on a flexible schedule that allows students to take a semester or yearlong classes. The flexible bell schedule allows time for teachers to meet in Professional Learning Communities (PLCs) where there is a focus on continuous improvement, student achievement, and staff performance. The weekly bell schedule also incorporates an advisory period for all students. James Island Charter High School offers a self-paced after-school program for students that need a different educational setting. JICHS works with International Baccalaureate Organization (IBO) to meet all the necessary requirements to be an IB school and to offer a full

IB diploma. In addition, JICHHS has partnered with Trident Technical College (TTC) to expand dual-enrollment opportunities to provide more opportunities for students to excel.

JICHHS is a converted community-concentric public high school, providing education and facilities for the community, operated as a nonprofit corporation and organized under the laws of the State of South Carolina. Parents, teachers and local community leaders govern it. JICHHS accepts all students who are under the age of twenty-one years of age, eligible to attend grades 9 through 12, and reside within the Charleston County School District (CCSD) up to maximum capacity of 1600 students. Students can take up to eight credits per year. JICHHS will strive for 1:24 teacher: student ratio. By adopting the rules outlined in the South Carolina Charter School Act of 1996, JICHHS agrees to implement the following enrollment policies: All students, including special education students, who live within the District 3 attendance zone, shall be given first-right of enrollment. These provisions are in accordance the South Carolina Charter School Act (S.C. Code Ann. § 59-40-50 (Supp. 2016); S.C. Code Ann. § 59-40-100 (Supp. 2013)). If the number of applications exceeds the capacity of a program, class, grade level, or building, the students will be accepted by lottery, as specified in South Carolina charter school law and regulations. The South Carolina Charter Schools Act shall govern the priority admission of children of employees and siblings. Every effort will be made to ensure that the racial makeup, within a 20% variance, reflects the CCSD population. School demographics will be annually analyzed before and after enrollment to ensure that the school reflects the population of that of CCSD.

The residents of Folly Beach and James Island support the school system and recognize the importance of the community facility and access to high-quality education for all students. James Island Charter High School will operate as the public, non-religious, non-home-based community school for District 3 of the CCSD. James Island Charter High School has long enjoyed a tradition of strong parental and faculty involvement. Parents have been actively involved in the athletic booster club, the Band Backers booster club, parent art team and the PTSO. Teachers, parents, and community members have been the driving force behind James Island's move to charter school status. James Island converted to charter school status on July 1, 2003.

Educational Plan

Mission Statement & Vision:

James Island Charter High School (JICHS) serves Charleston County high school students who will thrive in a rigorous learning environment with mastery-based instruction and a meaningful curriculum. Students will progress academically, meeting or exceeding all South Carolina state adopted standards. At JICHS, our vision is to promote achievement for all students, minimizing achievement disparities among student groups through a safe and orderly environment, rigorous and relevant curricula, and establishment of meaningful community partnerships.

The Mission of JICHS is to develop confident, responsible, lifelong and *college-career ready* learners who can excel in society by means of an innovative and diverse curriculum in a safe and enriching environment supported by all stakeholders. In achieving the spirit of the SC Charter Schools Act of 1996 as amended by the General Assembly and signed by Governor Haley (S.C. Code Ann. § 59-40-20 (Supp. 2012)), this mission, adopted by JICHS, encourages increased learning opportunities for students in addition to creating a learning environment that establishes innovation and flexibility in instruction with the hopes of increasing rigor and expectations for students with the goal of closing any gaps in achievement between low and high-performing student groups.

The development of the Mission of JICHS has been and continues to be an evaluative process in which all stakeholders have participated. It is paramount to the success of students that parents, students, community members, and JICHS faculty and staff work collaboratively to create a Mission that best serves students’ needs for future success. For this reason, through public forums such as monthly Board of Directors meetings as well as through surveys and collegial dialogue, JICHS has recently revised its Mission to address challenges and changing needs of learners in an evolving, more diverse, and more technologically-savvy community. Through strategies such as data collection and analysis, self-evaluation, increased open communication, JICHS stakeholders have participated to establish a relevant Mission to guide this institution in its efforts to provide appropriate curricular and extracurricular experiences to best support student achievement for all.

This is a purposeful recommendation, directed to parents, of the courses students can take in order to be ready for life after high school. Students who attain the required skills in these courses have a better tendency to score 22 (or better) on The ACT by the end of their junior year. Though strong academic performances in these classes are important, the mastery of skills is what gives students the best chance to meet this trend. Below is not the only pathway, but is a general starting point for discussing future options:

	Social Studies	Science	Math	English	Electives
Freshmen	World Geography	Biology	Algebra 1	English 1	
Sophomore		Chemistry	Geometry	English 2	CTE course (become a completer)

	Social Studies	Science	Math	English	Electives
Junior	US History *AP	Physics	Algebra 2; Pre-Cal; Algebra 3 *IB, Dual Credit math	English 3 *IB, AP, Dual Credit	CTE course (become a completer) -Honors or upper level course in an interest area.
Senior	Government Economics *Dual Credit	Other science of interest	Pre-Cal; Calculus *IB, AP, Dual Credit	English 4 *IB, AP, Dual Credit	CTE course (become a completer) -Honors or upper level course in an interest area.

Students who are college and career ready have successfully mastered a minimum of two foreign language classes/credits by the time they graduate. Some colleges require mastery of three years of a foreign language. Do not underestimate the value of the fine arts and other elective courses. Most colleges look for well-rounded students who have demonstrated a commitment to non-core curriculum classes/programs.

Recommendations for juniors:

- Keep a GPA above a 3.0.
- Take a test prep class (Log into Naviance PrepMe for free SAT/Act test prep) (Use Khan Academy for SAT prep).
- Take a full schedule of challenging courses. Strongly consider Honors, AP, IB, and Dual Credit options. Doing well in these courses will strengthen students’ transcripts, GPAs and preparations for taking college entrance exams.
- Complete a year paid internship.

In addition to ACT/SAT scores, colleges will review transcripts from students’ freshmen to junior years to consider admissions. Having a late in/early out is not as impressive to colleges who value a true exploration of other subject areas. Students must distinguish themselves above other students in this competitive world.

This is the minimum of what students should do to maximize their potential to be prepared to take the ACT and SAT tests in the spring of their junior year. Always consult the other requirements for a high school diploma and entrance into your desired college.

School Values & Beliefs:

James Island Charter High School is a community high school serving approximately 1600 students in grades 9-12. Underlying the practices and efforts by all stakeholders at JICHS are these basic core beliefs:

- All students can learn.

- A safe environment will promote positive intellectual, physical, and educational experiences.
- Challenging expectations increase individual student performance.
- Teachers, administrators, parents, students, and the community share the responsibility for advancing the school's mission.

We offer a spectrum of instructional programs aimed at academically gifted students as well as lower achieving students. The school offers students the opportunity to participate in the International Baccalaureate (IB) Program (<http://www.ibo.org/>), and the entire student population benefits by adopting the criteria for that program. IB requirements for structuring curriculum, adopting interdisciplinary focus, and advancing teacher-development, elevate expectations of students, teachers, and parents. This comprehensive program sets a global standard. All school-wide programs are aligned with best practices and South Carolina State Department recommendations and are created, taught, and evaluated by a highly dedicated and qualified faculty and staff. JICHS provides a safe and nurturing academic environment that prepares students for success in school and the workplace. We strive to provide academically challenging, instructional programs that meet the needs of our diverse student population and empowers them to become productive, critical thinking, and responsible citizens. To this end, JICHS values a focus on:

- Academic Achievement – JICHS will continue to accelerate academic achievement for all students and minimize the achievement disparities among all groups of students.
- A Safe and Orderly Environment – JICHS will continue to create a safe learning environment that promotes accelerated achievement in school and the workplace.
- Community Collaboration – JICHS will continue to establish community partnerships to promote accelerated achievement in a welcoming school environment.

The faculty and staff of JICHS recognize the diversity of student interests, abilities, and aptitudes and accept the challenge of providing meaningful educational experiences for all students regardless of differences. The primary goal is to provide educational opportunities for each student to develop to their fullest potential by providing a relevant multi-level program of study and activities. The instructional curriculum provides a program of study designed to meet the profile of a successful South Carolina graduate. Rigorous curricula provide the framework for the completion of the SC high school diploma, as well as keeps the focus on career and college readiness. An individualized self-contained curriculum is provided for students with special needs. Social interaction is promoted through extra-curricular activities.

School Culture:

The school culture of JICHS is one that supports a culture of collaboration among all educators and is focused on the success of all students. Student success is defined by their readiness to leave high school and enter the next phase of their life. The academic environment is intentionally designed to prepare students with needed skills for post secondary life. The school community collaborates through our leadership model that includes teachers as major decision makers in regards to the areas that directly impact student achievement. Teachers and administrators meet weekly in a Leadership Team to discuss the needs of the school and advancing the school's mission, vision and goals. The school administration and Board of Directors support this collaboration with a structure that supports dedicated time for teachers to invest time, talent, and resources to Professional Learning Communities.

JICHS is a high school learning community that offers comprehensive educational and personal growth opportunities for enrolled students. As JICHS values diversity, our goal is to educate each student to learn and live productively with World Class Knowledge, Skills, and Life and Career Characteristics (<http://www.eoc.sc.gov>). Our highly-qualified and diverse faculty and staff recognize the wide range of student interests, abilities, and aptitudes and provide meaningful educational/ extracurricular experiences for all students. We are an excellent school because our faculty, parents, and community care about the educational experience of all of our students.

Other school programs which align with our mission to create college and career ready students and provide academic support include a restorative discipline program for students with discipline concerns as well as students who are off their graduation track. JICHS provides free and appropriate public education (FAPE) (Rehabilitation Act of 1973) for students with disabilities by offering a continuum of services including, but not limited to, instructional services, transition services, related itinerant services, transportation services, behavior intervention services, and evaluation services to students who qualify. Additionally, JICHS contracts with Charleston County School District to provide English Speakers of Other Languages (ESOL) services for its English Language Learners (ELLs).

School-wide literacy initiatives such as JI Reads, a program which provides books for students and author contacts for students; as well as enrichment programs such as weekly advisory periods, academic tutoring and prep programs; and CTE completer courses offer extensions of state standards and provide lifelong skills for graduates. JICHS follows research based-strategies to develop, implement, and monitor these various programs, and teachers participate in professional development as well as plan for student achievement as outlined in High Schools That Work programs.

In addition to a strong tradition of academic achievement and excellence, JICHS is fully-accredited through AdvancEd (Accreditation 2015). In compliance the S.C. Code of Laws (S.C. Code Ann. § 59-59-50 (Supp. 2005)), JICHS has structured high school curricula around 4 of the 16 Career Clusters of Study. These include the School of Arts and Humanities, the School of Business and Information Systems, the School of Engineering, Industrial, & Environmental Technologies, and the School of Health, Human, and Public Services.

JICHS athletic opportunities are provided in accordance with the South Carolina High School League guidelines for a wide variety of clubs and sports. These programs are accessible to all students including our English Language Learners. These students participate in athletics, which aids in their acclimation both academically and socially. All of these opportunities help our students develop into confident, responsible, lifelong learners ready to excel in society and give back to the communities where they live.

To ensure students invest in the JICHS school community, we offer a variety of clubs, athletics, and incentives to recognize academics and achievements. Through daily routines, teachers hold students to high academic and social expectations that encourage safety and a positive, productive climate for all.

Curriculum and Instructional Model

Instructional Model

James Island Charter High School (JICHHS) provides a safe and nurturing environment for the intellectual, social, and physical development of our students. Our Program of Studies (POS) has been created with our motto of "Achievement for All" in mind, and is designed to provide all students with a wide variety of challenging courses in all curricular areas, including International Baccalaureate (IB), Advanced Placement (AP), honors, college preparatory, dual credit, Career and Technology Education, Teacher Cadet, Project Lead the Way, and applied technology courses. Furthermore, our Freshman Academy concept focuses on a successful transition from middle to high school, starting with our "Trojan Transition Summer Camp" in the summer preceding high school. Our extra-curricular programs and activities, both academic and athletic, have earned numerous state championships and national awards and recognitions.

In light of our educational philosophy, our goal is to educate all students to become productive, critical thinking, and responsible citizens. To accomplish this goal, we strive to provide academically challenging instructional programs that meet the needs of our diverse student population. We also ensure that these programs are taught by a highly qualified and dedicated staff.

The faculty and staff of JICHHS recognize the diversity of student interests, abilities and aptitudes, and accept the challenge of providing meaningful educational experiences for all students regardless of differences. The primary goal is to provide educational opportunities for students to develop to their fullest potential by providing a relevant multi-level program of study and activities, and to enable the student to develop social, political and economic competence. The entire faculty is cognizant of their responsibilities to the community with its special needs and opportunities to the teaching profession, and to society as a whole.

Our charter status allows us to expand our curriculum and staff to provide additional educational opportunities. To this end, the JICHHS Board of Directors authorizes innovative programs such as the "We Care Alternative Program," continued support of Charleston County's only high school IB Program, after school and Saturday review sessions for End-of-Course (EOC) Examinations, SAT/ACT preparation courses, and dual credit courses. Our school also receives certification for Project Lead The Way, a nationally recognized pre-engineering program. Current student enrollment for grades 9 through 12 consists of approximately 1600 students and represents the same racial composition of schools within the District 3 attendance zone with a 20% variance. From a foundation built on respect for the value of learning, JICHHS offers an educational experience for all students, regardless of cultural, ethnic, racial, gender, religious, economic, social differences, disability, or need for special education assistance.

Our educational programs include a variety of instructional tools and assessment modalities that offer new and innovative ways to both teach and assess student learning through virtual offerings. These innovative tools can be illustrated through our educational courses which offer or rely on the use of a variety of digital technologies -- chromebooks or iPads available to students whose teachers reserve the right to use them for various lessons and instructional activities; online classroom sites (i.e., Google Classroom); Test Prep Online Courses (i.e. USA Test Prep for USHC End of Course Examinations); digital resources such as curated subscription databases and eBooks; and Edgenuity Instructional Services (www.edgenuity.com).

The Education Accountability Act of 1998 (S.C. Code Ann. § 59-18 (Supp. 2017)) provides the foundation for the South Carolina Accountability System, which is a system

designed to promote high levels of student achievement through strong and effective schools. The following categories are used in the calculation of high school performance in accordance with the Every Student Succeeds Act (2015):

- Student Achievement (25/30 points)
- Graduation Rate (25/30 points)
- English Language Progress (10/0 points)
- Preparing for Success (10 points)
- Effective Learning Environment (5 points)
- College and Career Readiness (25 points)

The JICHS Board of Directors will be ultimately accountable for ensuring students enrolled at JICHS will have access to curricular content and related instructional strategies which assist them in meeting or exceeding the SC State Standards. The principal and faculty will implement this charter with a curriculum aligned with academic standards adopted by the State Board of Education, in the SC Charter Schools Act (S.C. Code § 59-40-60 (Supp. 2014)). Proposed curricular and instructional strategies using state-approved and adopted textbooks and materials are built upon evidence-based outcomes and research to ensure that all students who enroll at JICHS can achieve these standards in the true spirit of the SC Charter Schools Act.

To ensure JICHS coursework is aligned with all current and future state-adopted standards, the principal, staff, and faculty will implement an annual review process to, including, but not limited to:

- Review all standards, state-approved textbooks, and state-adopted materials prior to implementation deadlines;
- Identify and attend professional development opportunities related to standards.
- Cross-train appropriate staff and develop instructional strategies and formative assessments to ensure student success;
- Review data of student assessments and take action steps for recommended changes;
- Implement individual student data system to track mastery and achievements throughout the year;
- Incorporate higher level texts and concepts to increase rigor and academic expectations.

JICHS will offer a high school program that includes a course of study that will lead to the issuance of the SC State High School Diploma. This comprehensive program will meet the state requirements for the High School Diploma, including, but not limited to, course unit requirements, seat time for Carnegie Units, as applicable, and passage of the required examinations. James Island Charter High School will meet all regulatory requirements concerning high school graduation as required by S.C. Code Regs. 43-234 (2015).

JICHS offers a wide variety of features through essential programs to help accomplish our educational mission. One-on-one annual Individual Graduation Plan (IGP) meetings, annual grade-level advisory data conferences, Professional Learning Communities, monthly teacher and staff professional development seminars along with school-wide quarterly and biannual professional development break-out sessions, ASCD (www.ascd.org) training and online support along with 2017-2018 implementation of Positive Behavior and Intervention Supports (www.pbis.org).

Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Active and

consistent commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills is also a priority (JICHS AR pg. 12).

The instructional curriculum is included in a POS designed to meet the needs of students planning to attend college, vocational, or technical school. Additionally, the POS provides the opportunity for general education as well as the acquisition of trade and technical skills, which allows students to take their place in society as self-supporting individuals. Furthermore, a self-contained curriculum is provided for students with special needs. Social interaction is promoted through extra-curricular activities (JICHS Accreditation Report, pg. 6. i) There are a multitude of teaching methods employed by teachers at JICHS. Instruction is differentiated to meet the needs of students by using the following but not limited to Marzano's Nine Essential Instructional Strategies (Marzano, 2001):

1. Identifying similarities and differences: helps students understand more complex problems by analyzing them in a simpler way
 - a. Use Venn diagrams or charts to compare and classify items.
 - b. Engage students in comparing, classifying, and creating metaphors and analogies.
2. Summarizing and note-taking: promote comprehension because students have to analyze what is important and what is not important and put it in their own words
 - a. Provide a set of rules for asking students to summarize a literary selection, a movie clip, a section of a textbook, etc.
 - b. Provide a basic outline for note-taking, having students fill in pertinent information specific suggestions to help her improve. If the student's performance improves as a result, offer praise.
3. Reinforcing effort and providing recognition: show the connection between effort and achievement to help students see the importance of effort which allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.
 - a. Share stories about people who succeeded by not giving up.
 - b. Find ways to personalize recognition. Give awards for individual accomplishments.
 - c. "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.
4. Homework and practice: provide opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a readily evident purpose. Additionally, feedback should be given for all homework assignments.
 - a. Establish a homework policy with a specific schedule and time parameters.
 - b. Vary feedback methods to maximize effectiveness.
 - c. Focus practice and homework on difficult concepts.
5. Nonlinguistic representations: recently proven to stimulate and increase brain activity.
 - a. Incorporate words and images using symbols to represent relationships.
 - b. Use physical models and physical movement to represent information.

6. Cooperative learning: proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.
 - a. Group students according to factors such as common interests or experiences.
 - b. Vary group sizes and mixes.
 - c. Focus on positive interdependence, social skills, face-to-face interaction, and individual and group accountability.
7. Setting objectives and providing feedback: provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.
 - a. Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
 - b. Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.
 - c. Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
8. Generating and testing hypotheses: it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.
 - a. Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
 - b. Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.
9. Pause briefly after asking a question to give students time to answer with more depth.
 - a. Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.
10. Cues, questions, and advanced organizers: help students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

Students with disabilities have a case-manager and each teacher is given a list of accommodations. JICHS will monitor student progress through implementation of Individualized Education Plans (IEP) which provide documentation on student levels of performance, progress, assessment participation, needed adaptations, accommodations, and modifications, as well as services provided, including location and specified services. Most students with disabilities are in an inclusion-format model where they have a resource teacher along with their core subject area teacher.

Students identified as gifted and talented (GT) have many rigorous courses in the POS to take. In order to provide more awareness of the needs of gifted learners, JICHS sponsored a certified GT instruction cohort. This pool of teachers instruct most advanced-level courses, but also teach other categories of coursework to reach GT students who are not enrolled in advanced courses.

The English Speakers of Other Languages (ESOL) teacher will assess the English proficiency of ELLs using WIDA. Some of the accommodations are to activate prior knowledge, elections provide extra time for processing (wait time), provide students with an outline and hard copies, introduce key vocabulary as needed, provide visual supports, ask concrete questions, encourage careful and thoughtful reading of short selections, maintain a culturally sensitive and supportive environment, use bilingual dictionaries, glossaries, and word lists as well as model instructions and examples.

There are a multitude of courses and levels for students who have met or exceeded the South Carolina State High School Diploma requirements. These include dual credit programs in English and history, AP and IB courses in all core areas, CTE completer/certificate programs, and upper-level elective courses with which students can challenge themselves. JICHS provides transition services as defined by the Individuals with Disabilities Act (IDEA) (2004) as, “designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to postsecondary activities.” The regulations for IDEA 2004, released August 14, 2006, clarify the purpose of transition services as being “designed to meet student’s’ unique needs and prepare them for further education, employment, and independent living.”

Teachers meet in Professional Learning Communities (PLC) four hours a month to create and modify curriculum maps, common syllabi, and common assessments, using SC Standards and national standards to plan instruction in a uniform manner across the curricula. Teachers have flexibility in the material taught but the same concepts and standards are covered. Data collected within departments and through EOCs, and annual tests such as ACT Aspire, ACT, PSAT, and SAT will show learning deficiencies and drive the educational plan for each student.

JICHS is a traditional neighborhood school that houses unique programs such as the IB Program, Project Lead the Way and our We Care Program (alternative program). We encourage students to participate in dual credit courses and AP/IB classes as well as take an adequate number of CTE classes in 18 areas to earn a CTE Completer Certificate. Our wide variety of courses offered, paired with our strong athletics and extracurricular activities, make for a well-rounded student body. JICHS utilizes a “flex” scheduling, which allows for a variety of class formats including both yearlong and semester long classes in order to best deliver content and skills in a meaningful and appropriately aligned manner.

JICHS serves students in grades 9 through 12. The school strives for 1:24 student to teacher ratio or less. The campus currently has 70 standard classrooms, a gymnasium, 2 weight room facilities, 3 large fine arts classrooms, an auditorium, 17 temporary classroom trailers, and a specially designed temporary classroom trailer for Industrial Technology. One trailer and three standard-sized classrooms are used for resource, TMD, and EMD self-contained classes. Another trailer is used for the We Care Program, which is our alternative program. CCSD has funded and plans on completing construction of a new wing to the school building by 2021, which will eliminate the need for temporary classrooms. The new construction will contain an estimated ten classrooms and a new competition gymnasium. CCSD does not count temporary classrooms when determining building capacities. With that as the premise, we anticipate having approximately 80 classrooms, an additional gymnasium, and no temporary classrooms with the exception of the Industrial Technology trailer. Using 24 students as the average size for a typical class, a 10-student capacity for self-contained classes and a 30-student capacity in Fine Arts and

Physical Education classes, the maximum capacity of JICHS is 1600 students. Each grade will have approximately 400 students (see appendix B).

JICHS prides itself on a student-centered, classroom-based learning experience led by highly qualified certified teachers. Students may be enrolled in between four and six classes per day, some of which may be 45 minute year-long classes or 90 minute semester-long classes. Some IB and cross-curricular classes are offered on an A/B schedule that will meet yearly as well. All students will have at least 30 minute for lunch. Upperclassmen are allowed in some circumstances to take an Early Out or Late In period to encourage job experience, internships or the ability for extra study time. Most unique to our school is its flexibility in scheduling and the diversity of curriculum offered in our POS. One moment a student could be in an American History enrichment class, and the next, in a Media Technology class editing film for the Trojan News Network. Students are encouraged to try many courses that will suit their diverse talents while reinforcing core classes and their individual clusters of study and striving to be college and career ready.

Using collaboratively created curriculum maps as well as common syllabi and assessments, teachers plan instruction during their daily 90-minute planning periods. In addition, PLCs offer an hour each week for teacher sharing and collaboration for planning grade and course level units and lessons. JICHS assistant principals and department chairs serve as support for curriculum and instruction, providing training, guidance, and materials needed for instructional planning and implementation.

Professional Development

The administrative team is assigned the responsibility to oversee the school's professional development (PD) component collaboratively with the school's PD committee comprised of faculty and Leadership Team members. The key components of the school's PD plan include but are not limited to: teacher input, student achievement data, and state and district initiatives. The school utilizes available resources to assist teachers in their professional growth and to help students accomplish the school's mission, vision and goals. The school works in conjunction with the district to offer appropriate PD opportunities. The school also supplements the opportunity with online resources such as ASCD allowing for flexible access to professional articles, instructional video, professional digital sharing communities and online coursework that can be used for recertification. PD is offered and supported through follow up sessions and discussion in department and faculty meetings. Faculty members share feedback on the effectiveness of PD offerings.

Topics for PD are selected based on student achievement data, current school goals and relevant school topics for teachers to be prepared for the school year. Opportunities are structured to accommodate the needs of adult learners via whole group instruction, small collaborative communities, hands-on training, over the shoulder training and online instruction. The introductory PD topics will be reinforced throughout the year. (See Appendix B for a sample schedule for a professional development workday.)

Faculty/Staff PD is embedded in the school calendar in the following ways:

- Monthly PD offered for one hour after school = 8 hours per year
- Designated school days dedicated to PD within the school year = 1 day
- Weekly common planning in PLCs = 4 hours per month
- Partnership with ASCD for PD resources. Teachers may take up to two courses online for

free = 40 hours. Teachers may work according to their own timeline.

- Monthly department meetings = 8 hours per year

The PD plan for the school is designed to be a sustainable initiative for the school community. Major initiatives and goals are presented and followed up throughout the year to support teachers in gaining and/or enhancing instructional skills. Five days prior to the beginning of the year, teachers have time to be introduced to new and/or current initiatives. Time is spent together as a whole school community as well as smaller learning communities based on content and grade level. Partnering with ASCD allows teachers to use their daily planning time as needed to research relevant topics and implement instructional strategies that will benefit the students in their classes. A committee of teachers offer to the administrative staff recommendations for the continued growth of the faculty.

Virtual Offerings

JICHS currently partners with Edgenuity Instructional Services (<https://www.edgenuity.com/>) to provide standards-aligned online courses taught by highly qualified, state-certified instructors. The Edgenuity program is on the South Carolina State Department's list of options. JICHS plans to continue using Edgenuity or a similar vendor that meets the state and district requirements for virtual offerings.

Edgenuity (as the current program in use) tracks the amount of time a student spends logged in and working on modules and activities. There is also a baseline time allocated to each activity for the typical student. Students are required by law to show evidence of 25% seat time attendance in order to receive credit for a course. The Edgenuity program exceeds the requirements of the 25% rule as measured by the time required for each instructional assignment.

At JICHS, the amount of face-to-face teacher interaction per student depends on the individual student's current academic plan, which may include but is not limited to the implementation of an IEP or 504 plan. Some teachers at JICHS utilize virtual offerings, such as Edgenuity, as a supplemental instructional resource to support content curriculum. JICHS provides virtual offerings in hours outside of the typical school day in order to meet the needs of students in need of a flexible schedule.

For students participating in the We Care program, a certified content teacher provides support for the instruction of the Edgenuity program to the student on a daily basis. For students with an IEP in the We Care program, a certified special education teacher provides direct and/or indirect services daily.

The portal that students use is located at the following url:
<https://auth.edgenuity.com/Login/Login/Student>.

Serving Students with Special Needs

In compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title III of the Elementary and Secondary Education Act (ESEA), JICHS manages the implementation and evaluation of services provided to students that require specialized instruction and/or the provision of accommodations to ensure access to the general curriculum. JICHS contracts with the district to offer ESOL services.

With the reauthorization of IDEA of 2004, the purposes of IDEA include ensuring that all children with disabilities have available to them a free appropriate public education

(FAPE) that emphasizes special education and related services designed to meet their unique needs and/or prepare them for further education, employment and independent living.

JICHHS provides free and appropriate public education (FAPE) for students with disabilities by offering a continuum of services including, but not limited to, instructional services, transition services, related itinerant services, transportation services, behavior intervention services, and evaluation services to students who qualify.

Educational Finance Act of 1977 (EFA) (S.C. Code Ann. § 59-20 (Supp. 2006)) funds, generated by special education students enrolled at JICHHS are allocated to JICHHS. With these allocated funds, JICHHS is responsible for providing appropriate staffing and ensuring IEP implementation for students on both the diploma and the certificate track. The certificate track includes self-contained programs that serve students with intellectual disabilities within the mild, moderate and severe ranges, as well as students with emotional disabilities, specific learning disabilities, and other health impairments.

JICHHS will monitor student progress through implementation of Individualized Education Plans which provide documentation on student present levels of performance, progress, assessment participation, needed adaptations, accommodations, and modifications, as well as services provided including location and specified service providers

JICHHS maintains state expectations for highly qualified and appropriately certified personnel. Employees who transfer to JICHHS from other CCSD schools will remain employees of CCSD, however, JICHHS will supervise its own special education staff. JICHHS contracts special education services, including but not limited to itinerant instruction and related services, that comply with all CCSD, state and federal guidelines for special education students.

JICHHS will work cooperatively with the CCSD Exceptional Children Services Department. CCSD will provide technical assistance in identifying students with disabilities, developing an appropriate IEP, and determining the most appropriate placement for special education students enrolled or eligible for enrollment at JICHHS. JICHHS will comply with all Federal, State, and District procedures related to the identification and provision of special education, support services, and disciplinary matters.

JICHHS provides transition services as defined by IDEA 2004 as, “designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to postsecondary activities.” The regulations for IDEA 2004, released August 14, 2006, clarify the purpose of transition services as being “designed to meet students’ unique needs and prepare them for further education, employment, and independent living” (Individuals With Disabilities Education Act).

Pursuant to the policies of the South Carolina Department of Education and CCSD, JICHHS will adopt homebound procedures and provide homebound services to students who qualify. JICHHS will provide Mental Health Services through services contracted by an outside agency. JICHHS will provide school (non-clinical) counseling services to students who have been identified as needing these services. Guidance counselors will perform these duties. A qualified registered nurse or licensed practical nurse, responsible for maintaining student health records for each student, will provide health services for JICHHS students.

CCSD will pay the transportation costs for self-contained special education students enrolled at JICHHS but residing outside of District 3. CCSD will also pay the transportation

costs for District 3 self-contained special education students who are placed in special education programs outside of District 3. JICHHS will pay the transportation costs of special education students residing in District 3 who are enrolled at JICHHS.

JICHHS provides non-academic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in school or district activities through the provision of modified courses, such as adaptive P.E. and music courses depending on available staffing and resources. JICHHS also provides transition planning to develop and monitor extracurricular activities, such as supported employment and agency linkages coordination (Appendix C).

Goals, Objectives, and Assessment Plan

Goals & Objectives

The following goals and related objectives are based on the mission of JICHHS to develop confident, responsible, lifelong and college-career ready learners who can excel in society by means of an innovative and diverse curriculum in a safe and nurturing environment supported by all stakeholders.

Goal #1 Show an annual increase in the percentage of graduates that are college and career ready as defined by the state.

Objectives:

- Graduation rate will continue to meet or exceed the state and district graduation rates.
- AP and IB scores will meet or exceed the district, state, national, and international levels.
- The percentage of students earning a grade of 3 or higher on AP exams and 4 or higher on IB exams will increase.
- The End-of Course Examination results will meet or exceed district and state averages as scored by the state.
- English language proficiency scores will meet or exceed the growth expectations as defined by the state.

Goal #2 Show an annual increase in student participation in additional rigorous coursework through positive relationships, community building activities, family engagement, and student support.

Objectives:

- The percentage of qualified students enrolled in an AP, IB, and Dual Enrollment courses will increase.
- The percentage of stakeholder satisfaction of school climate as reported from the SCDE survey will increase.

Goal #3 Show an annual decrease in the achievement gap for historically underachieving populations (SPED, ELL, socio-economically disadvantaged and minority students).

Objectives:

- Implement clear and measurable identification of gifted and talented students during middle-school transitioning.
- Expand the number of students participating in an established mentor programs.
- The percentage of ELLs succeeding in advanced level courses will increase.
- The percentage of historically underachieving populations meeting and exceeding benchmarks on the ACT, SAT, and EOC examinations will increase.

JCHS will use the following strategies to meet the goals and objectives:

- Professional Learning Communities with dedicated meetings times;
- A weekly Advisory period: currently students have the same advisory teacher for all four years of high school, which creates long-term relationships between the teachers and the students;
- Expand and diversify course offerings to meet the needs of our students and create greater access for all students;
- Analyze SCDE survey data, internally survey staff and students, conduct public meetings and review discipline data in order monitor and improve our stakeholder satisfaction;
- Partner with local universities to expand dual credit options;
- Provide IB, AP, literacy, and gifted and talented professional development options for staff;
- We Care and after school alternative programs;
- Virtual offerings;
- Test preparation options: College Edge, Edgenuity, USATestPrep;
- Dual credit and AP and IB coursework;
- Blended learning options: IXL, Alexis, Achieve3000, and Edgenuity;
- Read to Succeed;
- JI Reads Program;
- Literacy coaches;
- Writing Lab;
- ESOL services;
- Increase student participation in clubs, co-curricular, and extracurricular activities;
- Job-embedded professional development for staff;
- Parent-Teacher conferences;
- Communication with stakeholders through mailers, website, social media, PowerSchool, newsletters, school messenger, and public meetings; and
- Enrichment courses that support learning in English I, English II, Algebra I, Geometry, Physical Science, and U.S. History for historically underachieving students.

The school recognizes that basic student achievement data will be captured in the school report card. Other measures to determine student academic achievement and college readiness will include:

- 20+ ACT score, 1020+ SAT score
- 3+ AP score
- 4+ IB score
- Dual Enrollment
- EOC scores based on state reporting

To create a culture of community at the school, JICHS will provide parents with opportunities to volunteer their time and talent, as well as monitor their child's education. The school climate will be monitored through student, parent teacher surveys.

Assessment Plan

- 1) The James Island Charter High School website posts the School Report Card for the most recent six years. The assessment description and results are located under the Knowledge tab of the report card. The assessments results are compared with "schools like ours" and other South Carolina High Schools (Appendix B).
- 2) South Carolina State Department of Education publishes school report card and assessment results (South Carolina Department of Education, 2017).
- 3) The James Island Charter High School Profile is a document sent to colleges, universities and scholarship agencies that communicates assessments and results to post-secondary institutions (Appendix B).
- 4) Assessment test dates and sign-up information are available via call-outs, JICHS website, JICHS Facebook page, parent education nights (Senior Night, Junior Night, Financial Aid Night), open houses and e-newsletters.

Student Achievement Information

Two achievement levels are identified for The ACT®: *Ready* and *Not Ready* (ACT, 2017). These achievement levels are based on ACT's College Readiness Benchmark Scores and are relevant for JICHS students because ACT tests and standards are used as diagnostic assessments for data collection and analysis purposes. Students that meet or exceed the benchmark score are *Ready*, those below the benchmark are *Not Ready*. A student scoring at the benchmark has approximately a 50% chance of receiving a grade of "B" or better and a 75% chance of receiving a "C" or better in the corresponding introductory college course. The ACT Composite Score is the average of the ACT English, Mathematics, Reading and Science scores. The Composite Score is reported on a 1-36 scale.

JICHS's goal is for all graduating students to meet the standard of College-Career ready as determined by SCDE for accountability purposes. In this endeavor, corrective plans include aligning subject curriculum mapping with both state standards as well as ACT and SAT standards. Individual student data generated by the 9th and 10th grade ACT Aspire are available to teachers to assist in creating academic intervention planning. JICHS also provides ACT and SAT prep classes.

Description of Assessments

- Diagnostic Assessments
 - JICHS will administer diagnostic assessments that will provide the school with information about students' prior knowledge and misconceptions before beginning a learning activity. These assessments also provide a baseline for understanding how much learning has taken place after the learning activity is completed. The data in these diagnostic assessments allow teachers to build concepts sequentially throughout a course based on the skills that students have and need. The diagnostic assessments that will be used at JICHS are the ACT Aspire and the PreACT.

- Formative Assessment
 - JICHS will administer formative assessments during a learning activity to provide the instructor with information regarding how well the learning objectives of a given learning activity are being met. The formative assessments are determined by individual teachers as needed to plan instruction.
- Summative Assessment
 - JICHS will administer summative assessment to evaluate student learning at the end of an instructional unit. The summative assessments that JICHS will use, in addition to final exams, are EOCs for ELA I, Algebra I, Biology I, US History; ACT, college readiness exams, and SAT.

Plan to monitor progress

- JICHS will implement PLCs in which teachers will meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students through the creation of curriculum maps. The PLCs at JICHS will serve two purposes: (1) to improve the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue; and (2) to improve the educational aspirations, achievement, and attainment of students.
- All teachers will receive or have access to the following student testing scores: SC Pass, SC Ready, EOC English I, EOC Algebra I, EOC US History, EOC Biology, ACT Aspire, Pre ACT, PSAT, SAT, and ACT. Teachers will use the data from these scores to determine baseline performance levels for their students, and then create curriculum maps which will include lessons, and formative and summative assessments. If students are not adequately progressing, modifications will be made. For school-wide changes, administration and the leadership team will create professional development to address the issues and institute procedures to correct issues. Teachers are also required to implement SLOs in at least one of their classes where baselines and growth targets are developed for the students. Throughout the year, the teachers monitor student growth and make adjustments to ensure students meet their growth targets.

Explanation of Data Collecting, Analysis and Management

- The following data are collected and managed by school administration through PowerSchool, Enriched, District Test Coordinator: SC Pass, SC Ready, EOC English I, EOC Algebra I, EOC US History, EOC Biology, ACT Aspire, Pre ACT, PSAT, SAT, and ACT. (The ACT Aspire data are collected and administered by the school administration.) SLO data are collected and managed by the teachers and school district. PLC data are collected and managed by the teachers and school administration. All data are analyzed by teachers for their individual classes, school administration for the building and CCSD for the school district.

Career Readiness Assessments

JICHS will administer a career readiness assessment as mandated by the state, which has been the ACT WorkKeys. ACT WorkKeys is a job skills assessment system measuring "real

world" skills that employers believe are critical in the workplace. The assessment is given to every South Carolina 11th grader with the exception of those eligible for alternative assessments. The assessment consists of three subtests: Applied Mathematics, Reading for Information, and Locating Information. Students can earn certificates at the Platinum, Gold, Silver, and Bronze level on WorkKeys assessments.

Ji is at the 75% for math and reading, however, Ji is well below the median for locating information. This is a literacy skill that can be taught in nearly every content area.

The ACT Aspire performance goals have not yet been met (based on the low range score). A corrective plan for increasing student performance includes the faculty's use of data driven reports by accessing the ACT Aspire Portal, which details individual student performance. These data assist teachers in facilitating academic interventions and support for each student in each subject area (Appendix D).

Standardized Testing

The SAT is a standardized test often used in the college admissions process. Its aim is to assess the student's readiness for college. The current test consists of three 800 point sections testing English/Language Arts, Mathematics, and Writing. Most students take the test during their junior and/or senior year of high school.

The End-of-Course Examination Program (EOCEP) provides tests in high school core courses and for courses taken in middle school for high school credit. EOCEP results are used in the calculation of middle school and high school Absolute Ratings and Growth Ratings (Appendix D).

The AP and IB assessment scores have increased overall; however, AP and IB course scores vary from year to year. Although AP and IB faculty are trained in rigorous professional development programs, more training is needed in the analysis and evaluation of data to assist in placing students in the appropriate upper level courses (Appendix D).

Achievement Gaps and how they are addressed

JICHHS has a clear achievement gap, which is being addressed by the use of the following: data teams, literacy committee, literacy coaches, a writing center, targeted core content area classes being taught year round, blended learning options, and the creation of PLCs to enhance all student learning.

Organizational Plan

Governance

James Island Charter High School (JICHHS) is organized as a non-profit corporation. Copies of the school's Bylaws and Articles of Incorporation are presented in Appendix F.

The school will recruit as board member and selection committee candidates those persons who qualify under the South Carolina Charter School Act and

demonstrate commitment to the school's mission. Nominations are open to all parents, teachers, and community members. Nomination and election of the members of the Board of Directors of the charter school and standing committees will be made and conducted pursuant to the South Carolina Charter School Act of 1996, as amended. Unless otherwise prevented by law, the Board shall consist of seven (7) directors, representing the following identified groups and meeting the following selection criteria:

- A. Four (4) of the directors, legal parents/guardians of currently-enrolled students at the time of the election, shall be elected at-large for a two-year term.
- B. Three (3) community members, who are not legal parents/guardians of currently enrolled students, who do not meet the criteria for paragraph "A," and reside within the district 3 constituent attendance zone served by the James Island community schools shall be elected to serve for a two-year term.
- C. Per South Carolina Charter law, fifty percent of the members of the board must be individuals who have a background in K-12 education or in business. This will be verified through the election process.

The chairperson and co-chairperson of the leadership team shall serve as the two (2) ex-officio members without a vote. The principal of JICHHS shall serve on the Board as an advisor and ex officio member without a vote. Board Composition shall be in accordance with South Carolina Code of Laws (S.C. Code § 59-40-50 (Supp. 2016)).

Directors shall be elected by a plurality of the cast votes. All JICHHS employees and parents/guardians of currently enrolled JICHHS students are eligible to vote in the election. Parents/guardians shall have a collective one vote for each student then enrolled in the charter school. Voting can be conducted by electronic means or in-person at the school. Absentee ballots will be available upon request. Any director may be removed at any time for cause at any meeting of the Board by a vote of the Board of Directors called for that purpose. Cause will be considered a failure to organize or neglect of duty according to the South Carolina Charter School Act of 1996, as amended (S.C. Code § 59-40-75 (Supp. 2006)). Directors shall be expected to attend at least sixty-six percent (66%) of all board meetings and of all meetings of the committee or committees on which he or she has agreed to serve. A director shall be removed for conviction of a felony crime or crime of moral turpitude. Any representative may resign at any time. At the discretion of the Chairperson, Board action may be approved telephonically or electronically and ratified at the next subsequent meeting. Nothing herein shall preclude any member, teacher, employee, or community representative from seeking a maximum of two consecutive full terms on the Board of Directors.

Officers. The officers of the Corporation shall be a Chairperson, one Vice Chairperson, a Secretary, and a Treasurer. The officers shall perform such duties as usually pertain to the offices that they hold or as may be assigned to them by the Board. The officers, elected

members of the Board of Directors, shall be elected annually at the first meeting of the Board by a majority of the votes cast. Officers may succeed themselves in office.

Philosophy of Governance

From its inception, JICHHS has been centered around a philosophy of governance that includes all stakeholders and invites the community to engage in the overall success of all students. *The job and methodology of teaching is left to the control and decision-making of professional educators.*

The governing board assumes the following responsibilities:

- The Board shall sign a Charter School Contract;
- operate in a manner consistent with codes of ethics and conduct for governing bodies;
- employ and contract non-CCSD teachers, administrators from recommended candidates presented by members of the Leadership Team;
- contract for other services, including, but not limited to accounting, transportation, and legal;
- ensure compliance with all of the requirements for a charter school as provided by the South Carolina Charter School Law as well as Federal laws;
- maintain a positive working relationship with Charleston County School District;
- comply with all Federal and South Carolina laws;
- adopt and approve the annual budget;
- oversight of curriculum as developed by the School Leadership Team;
- assist in fundraising activities for the school;
- evaluate the school year vis-a-vis the annual report;
- approve operating procedures;
- approve pay scales, performance criteria, and discharge policies;
- evaluate the Principal;
- hear appeals for teacher dismissals and student expulsions;
- build and maintain parent, educator, and community partnerships; and
- establish and monitor an email account including BOD meeting agendas 24 hours prior to meeting and provide minutes within 7 calendar days of the meeting.

Meetings. The Board shall meet regularly and monthly, at least eleven (11) times each year. Any meeting may be cancelled or rescheduled by a majority vote of the Board. Meetings of the Board shall be general meetings and open to all members and the public for the transaction of any business within the powers of the Board without special notice of such business, except in any case where special notice is required by law or by the By-laws.

Special Meetings. Upon the written request of either the President or three directors from the Board, special meetings may be called at any time. Special meetings of the Board shall be open to all members and the public.

Place and Time of Meetings. All meetings of the Board shall be held at the school, located at 1000 Ft. Johnson Road, Charleston, South Carolina, and at such times as shall

be specified in the respective notices of such meetings or waivers hereof.

Notice of Meetings. Every meeting of the Board shall be served personally, by mail, or by electronic means on each director not less than 3 and not more than 15 days before the meeting. Such notice shall state the time, date, and the place where the meeting is to be held, and for special meetings, in addition, the purpose or purposes for which the meeting is called. If mailed, such notice shall be sent via first class mail, postage prepaid, to each director entitled to notice at his/her address as it appears on the books or records of the Corporation.

No notice of the time, place, or purpose of any meeting need be given to any director who attends such meetings or to any director who, in writing, executed and filed with the records of the Corporation, either before or after the holding of such meetings, waives such notice.

Notices of meetings of the Board shall also be posted in the school and given to the public in accordance with the requirements of the Freedom of Information Act of 1996 (FOIA). Public notice shall, however, not be required in the case of emergency meetings or a conference as defined in the FOIA.

Open Meetings. All official actions and all deliberations by Committees and a quorum of the Board shall take place at a meeting open to the public, as provided in the FOIA, except in cases where executive sessions are authorized pursuant to the FOIA. Generally speaking, and subject to the provisions of the FOIA, the Board and Committees may conduct in executive session meetings or portions of meetings devoted solely to matters involving (a) discussions of employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or discipline of any specific prospective, current, or former employee; (b) discussions of employment labor relations or arbitration; (c) discussions of the purchase or lease of real property; (d) consultation with the Corporation's attorney or other professional advisors regarding litigation or potential litigation; (e) discussions of confidential information regarding current, prospective or former students; and (f) discussion of the Corporation's business which, if conducted, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law. The motion to go into executive session must state the topics to be discussed and no voting or collusion is to take place during executive session.

Quorum. At all meetings of the Board, the presence of a majority of the directors shall be necessary and sufficient to constitute a quorum and, except as otherwise provided by law or by the By-laws, the act of a majority of the directors present shall be the act of the Board. In the absence of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or to take a recess.

Board Training and Capacity Building

The school will engage the services of the Public Charter School Alliance of South Carolina

which brings in national experts each year to focus on best practices in governance of public charter schools. Along with the mandatory board orientation, the board will actively build capacity by participating in ongoing board training workshops and conferences offered by the Alliance on effective meeting management, principal hiring and evaluation, understanding financial audits and student achievement data, compliance with state and federal laws, and all other facets of excellence in charter school governance.

The Board will utilize various methods of evaluation, training and measurements to ensure an effective and informed Board, including, but not limited to, the following:

- Within one year of taking office, all persons elected or appointed as members of the JICHHS board of trustees shall complete an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation will be provided at no charge by the State Department of Education or an association approved by the department;
- Use “real-time” data at each of the monthly Board meetings to evaluate or adjust the budget; such data might include enrollment numbers, new expenditures, length and cost of any contracted services, projected fundraisers and evaluating based on the prior year’s budget; and
- Participate in training, seminars, and conferences offered through the SC Department of Education, CCSD, the Public Charter School Alliance of SC, the National Alliance for Public Charter Schools and any other resources the Board identifies as a means for the continued improvement and success of JICHHS.

Parental and Community Involvement.

The James Island community has a history of supporting its schools. Whereas the high school is recognized as an established institution, the parents and community are expected to continue their support and uphold those school traditions that strive for excellence. Parent support and understanding of the school's function in their child's development and education are actively requested.

Parents/guardians, teachers, staff, and community are invited to:

- Attend board meetings, seek nomination and election to the Board, and serve on other charter school committees;
- Participate in all district Open House activities and other efforts that encourage involvement in the school;
- Establish business partners and parent-led groups to assist the school in fundraising and school projects.

Leadership and Operations

For the most recent principal selection in 2017, a preliminary selection committee reviewed all submitted applications. The committee consisted of

- Two leadership team members
- Two parents (not on Charter Board)
- Two faculty members

- One classified employee
- Two community members (not on Charter Board)
- Two administrators

Committee members scored the numbered anonymous applications individually, then convened to rank each applicant and reach consensus to recommend five candidates to the Leadership Team to interview. Electronic invitations were sent through the CCSD human resource job vacancy system. Applicants were able to choose their interview date via the job vacancy system. Interview questions were developed by the Leadership Team in alignment with faculty feedback and best practices for school leadership. The final scoring rubric and interview procedures were reviewed at this meeting. Interviewing Leadership Team members were able to review candidate's applications the day of the candidate's interview. Interviewing Leadership Team members took notes on candidates and were able to do their initial scoring of each candidate.

After the interviewing process, the members of the Leadership team met to reach a consensus about candidate rankings. Open discussion consisted of the analysis of the data, strengths of the interviews/candidates, and the number of candidates to recommend to the Board of Directors based on policy. After the team confirmed in the Charter and JICHS Policy Manual that we are not required to recommend more than one applicant, the team voted unanimously to submit only one name. At this point one candidate was submitted to the Board for approval.

Upon presenting the Leadership Team's top-scoring candidate to the Board, the Leadership Team Chair and Co-Chair fielded questions about the selection process as well as the individual interviews of all candidates. Subsequently, and in the parameters of executive session, the JICHS Board of Directors approved the presented candidate as the principal hire.

Each summer, the administrative team meets to define and assign the necessary roles and responsibilities of each administrative team member. At the start of each school year, the administrative team distributes a chart that outlines each of the realms of responsibility of each member of the administrative team. While the principal oversees all facets of daily operations at JICHS, each assistant principal and the assistant administrator is assigned relevant responsibilities in all realms of school operations including curriculum and instruction, personnel management, physical campus and safety issues, testing, and community collaboration, among other areas of school operations.

The current makeup of the JICHS administrative team includes a principal, three (3) assistant principals, and one (1) assistant administrator. In using a clearly defined system of accountability, the administrative team at JICHS can make sure that all roles and responsibilities of JICHS administrators are consistent with the needs and daily functions of the campus. As the mission and goals of JICHS are to ensure that all students have access to diverse and innovative educational and co-curricular programs, it is incumbent upon the leadership of the school to be organized and to ensure that all facets of effective school leadership are appropriately assigned and those duties carried out. To this end, the organizational chart for the JICHS administrative team is thoughtfully planned and various duties executed by each school administrator.

Leadership Team

The Leadership Team shall be comprised of the principal, assistant principals, department chairpersons, and any other faculty or staff member who is approved by the Leadership Team.

The principal shall appoint department chairs. The principal shall regularly evaluate the

performance of department chairs and request feedback from department members. The principal shall solicit interested candidates for department chair. The Leadership Team is entrusted with the duty to provide decision-making on matters pertaining to the education of students enrolled in the charter school. In carrying out that duty, the Leadership Team shall perform the following functions within the James Island Charter School:

- Address issues of curriculum performance;
- advise the Board on budgetary issues;
- plan school direction for implementation of learning programs;
- conduct initial evaluations of all teacher, administrator, and principal candidates and refer acceptable candidates for Board approval;
- create and maintain extra-curricular student programs;
- establish school schedules;
- respond to matters delegated to it by the Board;
- attend monthly charter board meetings;
- provide input for the monthly leadership report at each charter board meeting; and
- serve as selection committee members as needed to fill empty Board and Discipline Review Committee positions.

The Leadership Team shall meet at least one time per week throughout the school year. Each member of the Leadership Team shall have one vote, except that at any given meeting, only two (2) assistant principals may vote. When a department chair is unavailable to attend the weekly leadership meeting, a substitute from that department may stand in as the proxy for that department and vote to ensure a quorum for the meeting. A single person may not hold more than one vote at any given meeting.

At all meetings of the Leadership Team, the presence of a majority of three-fourths of the members shall be necessary and sufficient to constitute a quorum, and the act of a three-fourths majority of the members present shall be the act of the Leadership Team. In the absence of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or to take a recess. A quorum shall include no more than two (2) assistant principals at any given meeting. Some circumstances such as inclement weather days and time-sensitive situations may require an electronic meeting in addition to or in place of the regular weekly leadership team meeting. These will be conducted in a manner that provides for online discussion and voting.

Building Capacity and Staff Development

Best practices of any effective school dictate that faculty and staff members be knowledgeable about not only state and district sponsored programs and practices, but also research-based programs and practices that meet the needs of that school as determined by schoolwide data. The current budget includes a specified amount to be used for professional development of faculty and staff. And in acknowledgement of the authority of being responsible stewards of all resources, the leadership of JICHHS seeks multiple ways to make sure that all faculty and staff are provided opportunities to grow and learn in their practice. JICHHS leadership will utilize various methods of professional development for all building-based stakeholders in accordance with S.C. Code Ann. § 59-40-20 (Supp. 2012):

- JICHHS provides each faculty member with access to professional development resources through ASCD memberships.
- JICHHS holds monthly in-house professional development opportunities covering a variety of topics as determined by faculty & staff needs as well as relevant school data.
- JICHHS administrators collaborate with other district administrators through monthly meetings of district principals and assistant principals.
- JICHHS use resources to send faculty and staff to appropriate conferences such as annual NCTE and ILA conferences as well as off-campus training for a variety of topics and needs.
- JICHHS leadership utilizes district-sponsored professional development courses for a variety of topics including technology, classroom management, instruction, and curriculum, encouraging faculty and staff to participate in these low or no-cost opportunities.
- JICHHS employs a schedule which provide time each week for faculty PLCs to engage in meaningful collegial discourse and collaborate for a variety of productive reasons: curriculum mapping, unit planning, cross-curricular planning, literacy & curriculum support, & others.
- JICHHS employees attend professional development opportunities provided by CCSD pending administrative approval.

School Leadership Evaluation and Succession

The principal of JICHHS shall be evaluated on an annual basis by the elected Board using an evaluative tool which is included in Appendix H. Each Spring, the Board shall provide individual input and subsequently meet to establish a collective review of the principal that looks at nine factors: (1) staff relations, (2) board relations, (3) administration, (4) planning, (5) educational program and oversight, (6) leadership, (7) fiscal management, (8) external public relations, & (9) effectiveness in helping JICHHS Board achieve its own accountability and level of responsibility. Each Board member shall assign a rating of 0 (unacceptable), 1 (needs improvement), 2 (good), 3 (excellent), or 4 (outstanding) with an average rating reflected on the final rating rubric/tool.

The principal of JICHHS shall, in accordance with S.C. Code § 59-24-40 (Supp. 1997), use the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) to evaluate assistant principals annually. This tool uses nine criteria including (1) vision, (2) instructional leadership, (3) effective management, (4) climate, (5) school & community relations, (6) ethical behavior, (7) interpersonal skills, (8) staff development, & (9) principal's professional development. This process and evaluation tool use a scale including ratings of exemplary, proficient, needs improvement, and unsatisfactory.

Employees

Federal and state laws govern the hiring of teachers and staff. JICHHS is an equal opportunity employer and does not discriminate on the basis of race, color, creed, national origin, gender, age, sexual orientation or identification, or disability. For certified teachers and staff, JICHHS adheres to the personnel guidelines established by the CCSD, including the CCSD salary schedule for all certified teachers and staff, nevertheless permitting the principal and Board the flexibility to recognize and make appropriate accommodation for merit and outstanding teacher

and staff achievement. Non-certified teachers and non-certified staff are subject to said personnel guidelines.

Certified teachers and administrators employed at James Island High School prior to the conversion and continuing at JICHHS shall retain their same employment standing with CCSD. All new employees must resign from their previous employer, including CCSD, and become an employee of James Island Charter High School. Any teacher or administrator transferring from JICHHS will not receive preferential standing with CCSD.

The hiring process requires an applicant to provide a written application, submission of credentials, and references. Where possible, designated members of the Leadership Team will observe the applicant teaching in the classroom environment. The Leadership Team will be responsible for interviewing candidates for teaching positions with the oversight of the administrative team. The department chair with a designated panel will report the evaluation and recommend candidates to the principal, who, in turn, submits the recommendations to the JICHHS Board.

Consistent with the policies of the CCSD, persons interested in employment at JICHHS will follow all district procedures in completing and submitting an application through Human Resources and the Teacher Recruitment Office. Positions available at JICHHS will be posted, and all new employees, including former district employees, will be contracted through James Island Charter High School. If appropriately qualified for the available position(s). Any related Human Resource Service charges shall be negotiated.

Employment hiring policy requires the following steps be taken:

- Advertise all available positions in the Tri-County area and throughout the state;
- offer positions for a minimum of ten (10) days before the selection process is closed
- department chair with a team of teachers will interview qualified teacher applicants with administrative oversight;
- designate a panel comprised of Leadership Team members to interview potential administrative candidates;
- conduct second interviews as necessary;
- evaluate teaching effectiveness in the classroom or worksite settings, when possible;
- require criminal background check of all employees; and
- adopt the policies, as prescribed by the SCDE, to monitor employees through a probationary period, at the end of which, a supervisor or school administrator must file a written review.

JICHHS will pay the costs to obtain background checks for all staff.

Minimum Employment Credentials

All employees, whether certified or non-certified, must undergo background checks and investigations required by law for all school employees before they may work in a public school. Per South Carolina Charter School Act of 1996 (S.C. Code Ann. § 59-40 (Supp. 2016)), as amended, teachers in all core subject classes must hold a minimum of a Bachelor's degree and a valid South Carolina teacher certification (or qualify for a provisional certification) in the field(s) for which they are hired to teach, except under compelling circumstances.

When the Board identifies compelling circumstances, the Board may permit the hiring of non-certified teachers in a ratio of no greater than ten percent (10%) of the school's entire teacher staff. Non-certified teachers must demonstrate appropriate qualifications and meet the

standards of the Charter School Act to perform the services for which they are retained. Part-time non-certified teachers shall be considered pro-rata in calculating this percentage based on the number of hours that the non-certified teachers are expected to teach.

All building-level administrators must hold a minimum of a Master's degree and a valid South Carolina teacher certification (or qualify for a provisional certification) and secondary school administrator certification.

Teacher Contracts

As the current CCSD teachers who choose to teach at JICHS are CCSD employees, CCSD will issue contracts to those teachers. The JICHS Board of Directors will direct the administrative staff to develop contracts for all non-CCSD teachers. For newly-hired JICHS teachers, the contracts will provide employment for one year, subject to a probation period.

The Principal and Board shall have flexibility to recognize and make appropriate accommodations for the following:

- Teachers who achieve perfect attendance during a school term;
- Teachers who serve as substitute teachers for other classes as needed;
- Teachers who actively engage in the development of curriculum, textbook selection, teaching strategy workshops; and
- Teachers who participate and provide teaching services in after-school and remedial programs.

In the event that the charter school agreement is not renewed, CCSD will make every effort to reassign the certified faculty and staff of James Island Charter High School to a reverted traditional James Island High School of the CCSD. Any non-certified staff member would be expected to acquire the appropriate certification in order to continue employment with the district in a comparable position.

JICHS will use the Assisting, Developing, and Evaluating Professional Teachers (ADEPT) (S.C. Code Ann. § 59-26-40 (Supp. 2012)) evaluation program for teachers. Teacher and staff evaluations will take place annually and will include observation of classroom and teaching methods. Administrators who are trained and certified will use clearly-defined, research based rubrics established through the ADEPT program to evaluate teachers. These observations are used as part of a school or district's overall teacher evaluation system.

The principal and Board will have the flexibility to recognize and make appropriate accommodation for merit and outstanding teacher and staff achievement. The written evaluation shall become a part of the teacher's permanent record.

The progress and achievement of the students are factors in the measurement of the performance of teachers and administrators.

The following criteria shall measure principal and teacher performance:

- Adherence to professional expectations and standards.
- Progress toward the goals of JICHS.

JICHS will periodically revise an employee policy manual consistent with the policies adopted by the CCSD. CCSD personnel policies will apply to CCSD employees at JICHS. An Employee Handbook outlining policies and procedures will be developed, revised, and updated yearly. The handbook complies with South Carolina and US federal laws. The handbook will be given to all employees. Employees will sign a statement indicating their receipt of the handbook and willful acceptance of the policies and procedures contained within.

JICHHS will follow and comply with the Code of Laws of South Carolina (S.C. Code Ann. § 59-25-410 (Supp. 2016)), in all issues relating to CCSD teachers employed at JICHHS. CCSD teachers at JICHHS will have the right of appeal to any termination decisions in accordance with CCSD personnel policies. JICHHS will adopt the personnel grievance and termination policies of CCSD. The Principal of JICHHS will appoint a Review Panel, when necessary, to handle these grievances and termination recommendations in accordance with Personnel Policies. This Review Panel will examine all facts, hear all appeals, and render a decision pertaining to grievances and termination of non-CCSD staff in accordance with Board and School policies. Decisions of the Review Panel may be appealed to the Board of Directors of the school.

Enrollment

JICHHS is open to all students who are under the age of twenty-one years of age, eligible to attend grades 9 through 12 and reside within the CCSD. By adopting the rules set forth in the South Carolina Charter School Act, James Island Charter High School agrees to implement the following enrollment policies: All students, including special education students who live within District 3 attendance zone, shall be given first-right of enrollment. JICHHS will give enrollment priority to a sibling of a pupil currently enrolled and attending, or who, within the last six years, attended the school for at least one complete academic year. JICHHS will give priority to children of JICHHS employees, if priority enrollment for children of employees does not constitute more than twenty percent of the enrollment of JICHHS. Any student residing in CCSD, but outside of District 3 attendance zone may apply for admission. Said students will be granted admission on a first-come-first-served basis. If the level of interest exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, and there is no appeal to the sponsor.

JICHHS currently uses application through CCSD for open enrollment students. The online application will be available from mid January through mid February for the next school year. Students and parents will receive a notification of acceptance in the middle of March. Parents must confirm acceptance by the end of March. Residency address confirmations must be received by May 1st of that year. The timeline for the 2018-19 is as follows:

January 10 - February 10, 2018- open enrollment online applications available
 January 20, 2018- Choice Fair. 10:00 am -1:00 pm (locations to be determined)
 March 16, 2018 - Notification of acceptance
 By May 1, 2018- Residency address confirmations must be received

Any student who is denied access to JICHHS because of reasons other than the lottery has a right, under the South Carolina Charter School Act

(S.C. Code Ann. § 59-40-50 (Supp. 2016)) to appeal the decision to the Charleston County School Board. The appeal must be in writing and must state the grounds on which the appeal is based. The decision will be binding on the student and the charter school.

Students who live within the District 3 attendance zone then under expulsion by any school will be denied admission for the remainder of the school year. The Charleston County community will annually receive updated and detailed information about the charter school enrollment process via newsletter, social media, the school website, and call-outs.

Every effort will be made to ensure that the racial makeup, within a 20% variance, reflects the CCSD population. JICHHS will regularly participate in school choice fairs and

visit area middle schools to recruit students from all backgrounds. School demographics will be annually analyzed before and after enrollment to ensure that the school reflects the population of that of Charleston County School District.

Student Conduct, Rights and Responsibilities

JICHS has established a Student Handbook and Code of Conduct. This document is reviewed, discussed, and edited by the administration in detail each year based on the needs of the students and the school. The school will further develop its code of conduct during the planning year with legal review for compliance with all applicable laws. The school will review the related laws as applicable when changes occur and adopt policies and procedures accordingly. The Handbook and Code of Conduct is reviewed with students at the beginning of each school year, referenced throughout the year, and published using multiple avenues for all stakeholders to view. Students and parents sign that they understand and will comply with the Student Handbook and Code of Conduct. The JICHS Code of Conduct and Progressive Discipline Plan align with the SCDE levels. (Appendix F).

JICHS has high expectations for positive behavior and academic excellence. It is only through a cooperative effort that we can provide a safe and orderly environment for students to reach their full potential. Expected student behaviors are expressly addressed in the Student Handbook and Code of Conduct. A variety of expected behavioral outcomes that are spelled out for the students and parents alike includes a defined three tier system of interventions and consequences. Students who do not comply with the Code of Conduct will be led through a disciplinary process beginning with counseling and parent notification. If the behavior continues, detention or a suspension may be warranted. JICHS is in compliance with S.C. Code Ann. § 59-63-235 (Supp. 1995), any student who brings a firearm to school will be expelled immediately.

Before a student is suspended for a period of ten days or less, an informal hearing or conference will be held with the student, legal guardian, Principal or designee, and staff members as deemed appropriate. The Principal/designee will present the charges to the student and parent. The student will be given an opportunity to present his/her case to the Principal or designee and admit to the charges. If the student does not admit guilt to the charges, the Principal/designee will present the evidence. The student will then be given an opportunity to respond. If the Principal/designee decides that the student should receive suspension, a written notice given to the legal guardian and student in person or will be sent by mail.

Before a student receives a suspension of more than ten days or is expelled, the Principal/designee will convene the JICHS Disciplinary Review Committee. The JICHS Disciplinary Review Committee shall consist of five (5) members. The committee shall be parent-members of current students elected at the annual meeting to serve for the ensuing year. The Disciplinary Review Committee shall be empowered to examine all facts, hear appeals, and render a decision pertaining to suspension and expulsion brought on appeal of an Administration decision. A finding and recommendation of the Disciplinary Review Committee pertaining to any suspension and expulsion must be approved by three-fourths of the members of the Committee. The student or the JICHS administration may appeal any suspension or expulsion finding and/or recommendations to the Board with the Board's decision on the issues being final and without further review. Students may still participate in any CCSD Adult Education program with approval of the Board.

Expulsion Procedures

The administration shall investigate and document all charges. Immediate oral notification to parent/guardian will be provided. The student may be suspended by the school administration for a specified number of days. A conference with the student, parent, and administration will take place. The parent/guardian will receive formal written notification of the offense(s) which the student is accused. The principal will confer with the Disciplinary Review Committee when an expulsion is mandatory. If the Disciplinary Review Committee concurs in the recommendation of expulsion, a recommendation for expulsion will be submitted. In the event that an expulsion hearing is scheduled, JICHS administration shall notify the parents/legal guardians in writing of the time and place of a hearing.

In the event that a hearing cannot be granted by the Disciplinary Review Committee within ten days of the notice, the student shall be readmitted to school on a probationary status pending the hearing unless there is probable cause to believe that the student's presence in school would constitute a threat to the safety or education of others. The student has the right to be represented by legal counsel. However, no counsel will be provided by JICHS. The hearing will be conducted in a formal manner. Presenting evidence will rest with the principal or designee. All witnesses giving testimony shall be sworn in under oath. The school administration, where possible, will make available any witnesses or evidence within the control of the school system when requested to do so. Hearing will be conducted at the JICHS Disciplinary Review Committee designated area. Hearing shall be held in closed session and will not be open to the public. The expulsion hearing may result in a disposition for expulsion or referral for alternative placement or other required interventions. If the Disciplinary Review Committee expels the student, this decision will be communicated in writing to the student's parent or guardian in person or by certified mail.

The student, parent, or principal may submit a written request for appeal of the Disciplinary Review Committee's decision to the JICHS Board of Directors within ten days upon receipt of the disposition. If the student is reinstated by the JICHS Board of Directors, he/she will be restored all privileges and allowed to make up all work while absent as a result of the procedures.

Expulsion is the forfeiture of a student's rights to attend school and school sponsored events for the remainder of the year or for a specified period of time as designated by the JICHS Disciplinary Review Committee or Board of Directors. In realizing that this is a serious action, there is an explicit and well documented appeal process for the expelled student.

Every expelled student shall have the right to petition for readmission to school upon completion of the expulsion period unless permanently expelled. The Disciplinary Review Committee may refuse to admit or may permanently expel any incorrigible student. Any student expelled for a second time for a serious offense may be considered incorrigible and may be permanently expelled.

JICHS will comply with the requirements of the Family Education Rights and Privacy Act (FERPA), which provides families and students a) the right to inspect and review the student's education records at the school; b) the right to challenge and require the school to amend a student's record if the information is inaccurate, misleading or in violation of the

student's privacy rights; and c) the right to require the school to obtain written consent prior to the disclosure of personally identifiable information, subject to specific exceptions.

JICHHS will ensure the continued provision of FAPE for a student with a disability who is expelled from JICHHS and will comply with the requirements of CCSD for the continued education of a special education student (Appendix J).

Transportation

JICHHS will provide transportation for students that reside in the District 3 attendance zone in accordance with the South Carolina Code of Laws (S.C. Code Ann. § 59-67). Transportation for open enrollment students, students not residing in District 3, is the responsibility of the parents or guardians. JICHHS currently runs four magnet buses, two to Johns Island and two to West Ashley. Applications for the magnet bus service will be available in the spring for the next school year. If the demand exceeds the capacity, then a lottery will be conducted as outlined in the application. Students must reapply every year for the service. Prior to the yearly application process, the board will annually review if offering the magnet bus service is financially viable option for the next school year. James Island Charter High School contracts with a vendor to provide transportation for its students (Appendix K).

CCSD will pay the transportation costs for self-contained special education students that are placed at JICHHS but residing outside of District 3. CCSD will also pay the transportation costs for District 3 self-contained special education students who are placed in special education programs outside of District 3. JICHHS will pay the transportation costs of special education students residing in District 3 who are enrolled at JICHHS (Appendix C).

Business Plan

Budget & Finance

James Island Charter High School's (JICHHS) proposed budget reflects the school's commitment to prioritize the effective investment of funding into direct, classroom instruction and the enhancement of the broader educational experience of each student. The school's budgetary philosophy is to scrutinize the necessity of each expenditure by the significance of its impact on improving the quality and excellence of students' educational outcomes. JICHHS's leadership model consists of the Board of Directors, Principal, and the Leadership Team working collaboratively to analyze student achievement data (EOC, ACT, PSAT, ACT Aspire, ACT WorkKeys), the graduation rate, student course requests and graduate surveys in order to measure, and adjust when appropriate, the allocation of resources required to meet the needs of our students (Appendix M). CCSD currently provides food service, human resource management assistance, and payroll services to JICHHS.

The Board will continue to determine the business and financial services protocol for JICHHS. The budget is prepared and maintained in accordance with the State Department of Education (SDE) Financial Accounting Handbook, with reference to the Funding Manual and the Single Audit Guide. The Board will adopt an annual budget and will receive and approve monthly financial statements.

Budgetary monitoring is critical to the internal control environment at JICHHS. The governing board monitors the financial position of the charter school monthly by requiring the presentation of financial statements at every meeting that have been previewed and vetted by the

finance committee in advance of the regularly scheduled board meeting. The financial reports are required to show financial performance in relation to the budget, thus allowing the board to take action rapidly if, for some unforeseen reason (e.g. catastrophe, lawsuit, fraud, etc.) the school's liquidity is negatively affected.

Currently, the JICHS Board outsources certain aspects of the day-to-day financial accounting and reporting to KM Consulting in Lexington, South Carolina. KM Consulting provides the finance committee and the Board with the required monthly financial reports that detail actual financial performance against budgeted performance in addition to properly booking all financial transactions including cash receipts and cash disbursements.

An annual audit of financial records will be conducted by an independent, certified public accountant in the same manner as required of all schools in the Charleston County School District (CCSD). The Board will engage an auditor no later than 120 days prior to the close of the fiscal year by soliciting three bids from independent Certified Public Accountant firms and selecting the firm that (a) has prior charter school auditing experience and (b) best meets our needs. JICHS will adhere to accounting, auditing and reporting procedures promulgated for public schools operating in South Carolina. The Board will require and work with the auditor to ensure timely completion and submission of the annual audit and will receive, review, and approve the auditor's report prior to official reporting.

JICHS will properly utilize the Pupil Accounting System to classify each pupil into one of the pupil classifications described in the EFA and in accordance with the South Carolina Pupil Accounting Manual. Membership and attendance data will be submitted twice each year as required. The Individual Education Plan (IEP), Speech Participation Forms, and Applications for Homebound Instruction will remain on file for all students receiving services in special programs. All information will be kept confidential with access limited to JICHS personnel on a "need-to-know" basis.

JICHS will ensure that all accounting, reporting, and auditing procedures and requirements are observed in accordance with generally accepted accounting principles and will comply with the published specifications of the Office of District Auditing and Field Services and as outlined in the (a) Single Audit Guide, (b) Financial Accounting Handbook, and (c) Funding Manual.

JICHS leadership, in collaboration with the finance committee, will develop an annual operating budget for the upcoming fiscal year that will be presented to the JICHS Board of Directors for approval no later than June 30th of the preceding fiscal year.

Accounting transactions will be recorded as they are realized within the transaction cycle and a record of each transaction will be documented in the school's financial accounting system, thereby creating an "audit ready" set of books at any given point-in-time.

The Board will remain ultimately responsible for the prudent fiscal management of the school and its ongoing solvency. JICHS will maintain strong internal controls and segregation of duties through the adoption and implementation of both organizational and functional level internal controls that are designed for smaller organizations with staffing and other practical limitations. Organizational level controls adopted by the board outline the control environment throughout the school relating to integrity and ethical values, management philosophy and operating style, training and commitment to competence, risk assessment and monitoring (including whistleblower protections) and communication. Functional level controls adopted by the governing board are more specific to the accounting and compliance cycle of charter schools

and include detailed controls for cash receipts, petty cash, accounts payable, payroll, purchasing and financial reporting. The functional level controls specify reliance upon existing staff along with third party service providers and the regulatory monitoring provided by the authorizer to create a fully-integrated internal control environment that accommodates the limited number of school-based staff and overcomes limitations that often result from the same.

At this time, JICHHS does not have any liens, litigation history, or any sanctions from any local, state or federal regulatory agencies. Furthermore, JICHHS does not have any debt or any other outstanding financial obligations. Pending approval of this charter renewal application, we do not have any financial concerns at this time.

JICHHS currently contracts with outside providers for student transportation, custodial services, finance and budgeting services, financial audits, event staff management services, security cameras, turf management, vending, security, and itinerant services.

JICHHSI employee's retirement benefits are managed by CCSD. Therefore, employees are able to participate in the South Carolina Retirement System.

In the event that unforeseen circumstances occur that negatively affect revenues or adversely increase operating costs, appropriate strategies will be employed, depending upon the cause, to mitigate the effects of the adverse event on the instructional program. Assuming a shortage arising from under-enrollment, JICHHS will increase marketing efforts and use every available resource to improve enrollment including expanded outreach to the community, seeking referral partners, and increased exposure and visibility through advertising. Assuming changes in student funding, unforeseen catastrophic circumstances or other event that affects cash flow, JICHHS will develop a reasonable plan to reduce costs in the following order:

- 1st - Reduction or elimination of any non-essential fixed costs and an attempt to renegotiate lease terms
- 2nd - Reduction or elimination of any non-essential, non-instructional variable costs (including non-instructional and administrative salaries and benefits)
- 3rd - Analysis and strategic reduction, consolidation or combination of expendable, non-essential instructional costs

JICHHS will also manage its annual budget and monitor expenditures in a manner that promotes the accumulation of a cash surplus and positive fund balance such that unexpected circumstances can be sufficiently addressed by leveraging cash reserves.

Facilities

JICHHS is a conversion charter school and shall continue in its current location. Identified Facility:

James Island Charter High School
1000 Fort Johnson Rd
Charleston, SC 29412

Facilities of JICHHS are owned and leased to the school by CCSD, 75 Calhoun Street, Charleston, SC 29401, at no cost. These include the land [Athletic Drive, road and parking for athletic events and facilities, tennis courts, softball field, baseball field, practice soccer fields, practice lacrosse fields, band field, faculty and student parking], buildings [main building includes an upstairs, and gymnasium, football stadium, softball press box, baseball press box] all improvements, and contents [fine arts facility, media center]. The detached is the science wing

which was built after the main building. See Appendix Q for building break down and square footage.

JICHHS is responsible for all utilities, maintenance, and upkeep of the property. The school may make alterations to the property up to \$15,000. Any amount exceeding that will require CCSD approval. Any modifications to the buildings and/or grounds proposed by JICHHS must be in accordance with the Facility Use Agreement with CCSD.

As student population and community needs increase, CCSD will address and fund, as defined by the lease agreement, the cost to add, construct, modify, and/or expand the buildings and other improvements on the JICHHS campus to accommodate the increased demands. Newly renovated and added facilities include the front atrium, the field house, and the fence surrounding the school. The projected enrollment is expected to be capped at 1600 with no growth or decline intended. Projected development of a Career and Technology Education (CTE) wing and new gymnasium are expected in 2021. These add-ons are to take place of the temporary trailers currently being used on campus.

Insurance Coverage- See appendix N

2017-2018 James Island Charter High School Academic Calendar



July 2017						
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August 2017

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September 2017

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October 2017

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November 2017

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December 2017

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February 2018

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March 2018

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April 2018

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May 2018

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June 2018

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Legend:

- Delayed Start (9 AM - 3 PM)
- Holiday/Break
- Major Milestone
- Exam Window
- Early Release/Half Day
- Teacher Workday (no students)

Make-up Days (if needed): Nov. 20, Nov. 21, Feb. 19
Note: Test Dates will be updated upon receipt from the SC Department of Education
 *Employees, refer to and follow your attendance calendar for actual workdays, non-workdays, and professional development times.

Updated July 13, 2017

Calendar Templates by Vertex42.com <http://www.vertex42.com/calendars/>

A2. Daily Bell Schedules:

Schedule #1: Regular Bell Schedule

Schedule #2: Delayed Start with Advisory Bell Schedule

Schedule #3: 15-Minute Advisory – Beginning of the Day

Schedule #4: 30-Minute Advisory – Beginning of the Day

Schedule #5: 1-Hour Advisory – Beginning of the Day

Schedule #6: Delayed Start with 30-Minute Advisory Bell Schedule

Schedule #7: Pep Rally at the end of the day

Schedule #8: Early Release

Schedule #9: Early Release with Advisory

Schedule #10: Pep Rally – After Period 3

Schedule #12: Pep Rally with Advisory

Schedule #13: 15-Minute Advisory – After Period 3

A3. Exam Schedule

2017-18 JICHS Exam Dates

October 14	PSAT
October 16	Periods 1, 4/5 and 5/6 Exams
October 17	Periods 2 & 7 Exams
December 15	Periods 1A midterms and 7 (7A) final exams
December 18	Periods 1 (1B) midterms, 4 midterms/finals, 4/5 and 5/6 final exams
December 19	Periods 2 midterms/finals, 2/3 final exams, & 6 midterms/finals
December 20	Periods 3 midterms/finals and 7B midterms & make-up final exams (NO ADVISORY on this day)
December 21 (half day)	Make-up Exams (Students in ADVISORY if not taking exam)
December 16-21	EOC exam administration window [Eng. I Wtg. -- 11/29, 12/6, 12/13, 1/10 (makeup)]
March 12	Periods 1, 4/5, and 5/6 Exams
March 13	Periods 2/3 & 7 Exams
May 2 – May 18	AP/IB Testing
May 21 – June 1	EOC exam administration window
May 21 – May 25	Senior Final Exam window
May 24 – May 30	Underclassmen Final Exam window
May 31 - June 1	Make-up exams / Advisory

Appendix F: The By-laws

of

James Island Charter High School

JAMES ISLAND CHARTER HIGH SCHOOL

BYLAWS

Adopted:

ARTICLE I - NAME, ADDRESS

Section 1.1 Name of Corporation. The name of the Corporation is James Island Charter High School (hereinafter referred to as the ("Corporation")). The Corporation shall have a seal bearing the word "seal" in the center and having the words "James Island Charter High School" encircling the edge.

Section 1.2 Address of Corporation. The location and address of the registered office of the Corporation shall be 1000 Ft. Johnson Road, Charleston, SC 29412.

ARTICLE II - DECLARATION AND PURPOSE.

Section 2.1 Non-Profit. The Corporation does not contemplate pecuniary gain or profit, incidental or otherwise, to its members.

Section 2.2 Purposes. The purposes for which the Corporation is to be formed are as set forth in the Articles of Incorporation.

Section 2.3 Non-Discrimination. The Corporation shall be non-religious and shall accept students and hire staff without discrimination as to race, color, religion, national origin, sex, marital status, sexual orientation, educational affiliation, handicap status, or age, and shall comply with all applicable laws and regulations relating thereto.

Section 2.4 Enrollment. Subject to total enrollment limitations, enrollment in the school shall be open to any child in accordance with the South Carolina Charter School Law of 1996, as amended.

ARTICLE III - MEMBERS

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

Section 3.2 Place and Time of Meetings. All meetings of the members and Board shall be held at the school at 1000 Ft. Johnson Road, Charleston, South Carolina, and at such times as shall be specified in the respective notices of such meetings or waivers thereof.

Section 3.3 Resignation and Removal of Directors. Any director may be removed at any time by the Board for cause. Any director may resign at any time.

ARTICLE IV - BOARD OF DIRECTORS AND GOVERNING

Section 4.1 Management. The Charter Board of Directors means the governing body of the Charter School and also the Board of Directors of the Corporation. The Board of Directors (hereinafter sometimes referred to as the "Board") shall manage the business and affairs of the Corporation. The members and directors shall act only as a Board.

Section 4.2 Responsibilities.

- The Board shall sign a Charter School Contract;
- operate in a manner consistent with codes of ethics and conduct for governing bodies;
- employ and contract non-CCSD teachers, administrators from recommended candidates presented by members of the Leadership Team;
- contract for other services, including, but not limited to accounting, transportation, and legal;
- ensure compliance with all of the requirements for a charter school as provided by the South Carolina Charter School Law as well as Federal laws;
- maintain a positive working relationship with Charleston County School District;
- adopt and approve the annual budget;
- oversight of curriculum as developed by the School Leadership Team;
- assist in fundraising activities for the school;

- evaluate the school year vis-a-vis the annual report;
- approve operating procedures;
- approve pay scales, performance criteria, and discharge policies;
- evaluate the Principal;
- hear appeals for teacher dismissals and student expulsions;
- build and maintain parent, educator, and community partnerships; and
- establish and monitor an email account including BOD meeting agendas 24 hours prior to meeting and provide minutes within 7 calendar days of the meeting.

The job of teaching is left to the control and decision-making of professional educators.

Section 4.3 Number, Grouping, and Election. The Board shall consist of seven (7) directors, selected from three identified groups, and in accord with the following provisions:

A. Four (4) of the directors, legal parents/guardians of currently-enrolled students at the time of the election, shall be elected at-large for a two-year term.

B. Three (3) community members, who are not legal parents/guardians of currently enrolled students, who do not meet the criteria for paragraph “A,” and who are from the district 3 constituent attendance zones served by the James Island community schools shall be elected to serve for a two-year term.

C. Per South Carolina Charter law, fifty percent of the members of the board must be individuals who have a background in K-12 education or in business. This will be verified through the election process.

The chairperson and co-chairperson of the leadership team shall serve as the (2) ex-officio members of the Board without a vote.

Directors shall be elected by a plurality of the cast votes of those voting.

The principal of James Island Charter High School shall serve on the Board as an advisor and ex officio member without a vote. The principal of James Island Charter High School shall have authority to issue payment up to a limit of Fourteen thousand, nine hundred Dollars (\$14,900) without first obtaining authority from the Board of Directors.

Board members must sign the JICHS Code of Conduct and Code of ethics. Any director may be removed at any time for cause at any meeting of the Board by a vote of the Board of the Corporation called for that purpose. Cause will be considered failure to organize or neglect of duty according to §59-40-75 of the South Carolina Charter School Act of 1996,

as amended. Directors shall be expected to attend at least sixty-six percent (66%) of all board meetings and of all meetings of the committee or committees on which he or she has agreed to serve. A director shall be removed for conviction of a felony crime or crime of moral turpitude. Any representative may resign at any time. At the discretion of the Chairperson, Board action may be approved telephonically or electronically and ratified at the next subsequent meeting.

Nothing herein shall preclude any member from seeking a maximum of two consecutive full terms on the Board of Directors.

Section 4.4 Board Vacancies. The Board shall fill Board vacancies with qualified candidate chosen by members of the Leadership Team within thirty (30) days by appointing a new director of the group whose departure created the vacancy to serve until the next annual meeting, at which time, the members of the represented group whose departure created the vacancy shall elect a director to serve for the remainder of the unexpired term of the director whose departure created the vacancy.

Section 4.5 Officers. The officers of the Corporation shall be a Chairperson, one Vice Chairperson, a Secretary, and a Treasurer. The officers shall perform such duties as usually pertain to the offices that they hold or as may be assigned to them by the Board.

The officers, elected members of the Board of Directors, shall be elected annually at the first meeting of the newly sworn-in Board by a majority of the votes cast. Officers may succeed themselves in office.

Section 4.6 Committees. As soon as practicable after the annual meeting of the members, the President shall, subject to the Board's approval and stated provisions to the contrary herein, appoint the chairperson of the standing committees identified hereafter from among the Board. Chairpersons shall hold office at the discretion of the Board.

Section 4.7.1 Selection Committee. The Selection Committee shall consist of members of the Leadership Team. The Selection Committee shall meet en banc and, upon a three-fourths vote of all of the committee members, nominate to fill Board and/or Disciplinary Committee, vacancies as required in event of removal for cause and, when may be required, for the unexpired portion of any term.

Section 4.7.2 Disciplinary Review Committee. The Disciplinary Review Committee shall consist of five (5) members. The committee shall be qualified parents of current JICHS students elected annually to serve for the ensuing year.

The Disciplinary Review Committee, meeting en banc, shall be empowered to examine all

facts, hear appeals, and render a decision pertaining to suspension and expulsion brought on an appeal of an Administration decision. A finding and recommendation of the Disciplinary Review Committee pertaining to any suspension and expulsion must be approved by three-fourths of the members of the Committee. The student or the JICHS Administration may appeal any suspension or expulsion finding and/or recommendation to the Board of Directors with the Board's decision on the issues being final and without further review.

Section 4.7.3 Leadership Team. The Leadership Team shall be comprised of the following teaching and administrative staff members: the Department Chairs of Science, Math, English, Social Studies, World Languages, Guidance, Physical Education, Career and Technology (CTE), Fine Arts, ROTC, Special Education, and Library Media; and the Athletic Director, IB Coordinator, Assistant Principals, and the Principal.

The Principal shall appoint Department Chairs.

Section 4.7.4.1 Leadership Team Duties. The Leadership Team is entrusted with the duty to provide decision-making on matters pertaining to the education of students enrolled in the charter school. In carrying out that duty, the Leadership Team shall perform the following functions within the James Island Charter School:

- Address issues of curriculum performance;
- advise the Board on budgetary issues;
- plan school direction for implementation of learning programs;
- conduct initial evaluations of all teacher, administrator, and principal candidates and refer acceptable candidates for Board approval;
- create and maintain extra-curricular student programs;
- establish school schedules;
- respond to matters delegated to it by the Board;
- attend monthly charter board meetings;
- provide input for the monthly leadership report at each charter board meeting; and
- serve as selection committee members as needed to fill empty Board and Discipline Review Committee positions.

Section 4.7.4.2 Meetings of the Leadership Team. The Leadership Team shall meet at least one time per week throughout the school year. Each member of the Leadership Team shall have one vote. When a department chair is unavailable to attend the weekly leadership meeting, a substitute from that department may stand in as the proxy for that department to ensure a quorum for the meeting. A single person may not hold more than one vote at any given meeting.

At all meetings of the Leadership Team, the presence of a majority of three-fourths of the members shall be necessary and sufficient to constitute a quorum, and the act of a three-fourths majority of the members present shall be the act of the Leadership Team. A

quorum shall include no more than two (2) assistant principals at any given meeting. In the absence of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or to take a recess. Some circumstances such as inclement weather days and time-sensitive situations may require an electronic meeting in addition to or in place of the regular weekly leadership team meeting. These will be conducted in a manner that provides for online discussion and voting.

Section 4.7.5 Other Committees. The Chairperson shall have the power to constitute, with approval of the Board, special committees to report to the Board for such purposes as may be deemed advisable.

Section 4.8 Regular Meetings of the Board. The Board shall also meet regularly at least (11) times each year. Meetings of the Board shall be general meetings and open for the transaction of any business within the powers of the Board without special notice of such business except in any case where special notice is required by law or by the Bylaws.

Section 4.9 Special Meetings. Upon the written request of either the Chairperson or three directors from the Board, special meetings may be called at any time.

Section 4.10 Place and Time of Meetings. All meetings of the Board shall be held at such places at the school at 1000 Ft. Johnson Road, Charleston, South Carolina and at such times as shall be specified in the respective notices of such meetings or waivers hereof.

Section 4.11 Notice of Meetings. Every meeting of the Board shall be served personally or by mail on each director not less than 3 and not more than 15 days before the meeting. Such notice shall state the time, when, and the place where the meeting is to be held, and for special meetings, in addition, the purpose or purposes for which the meeting is called. If mailed, such notice shall be directed to each director entitled to notice at his/her address as it appears on the books or records of the Corporation.

No notice of the time, place, or purpose of any meeting need be given to any director who attends such meetings or to any director who in writing executed and filed with the records of the Corporation, either before or after the holding of such meetings, waives such notice.

Notices of meetings of the Board shall also be posted in the school and given to the public in accordance with the requirements of the Freedom of Information Act. Public notice shall, however, not be required in the case of emergency meetings or a conference as defined in the Freedom of Information Act.

Section 4.12 Open Meetings. All official actions and all deliberations by Committees

and a quorum of the Board shall take place at a meeting open to the public, as provided in the FOIA, except in cases where executive sessions are authorized pursuant to the FOIA. Generally speaking, and subject to the provisions of the FOIA, the Board and Committees may conduct in executive session meetings or portions of meetings devoted solely to matters involving (a) discussions of employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or discipline of any specific prospective, current, or former employee; (b) discussions of employment labor relations or arbitration; (c) discussions of the purchase or lease of real property; (d) consultation with the Corporation's attorney or other professional advisors regarding litigation or potential litigation; (e) discussions of confidential information regarding current, prospective or former students; and (f) discussion of the Corporation's business which, if conducted, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law. The motion to go into executive session must state the topics to be discussed and no voting or collusion is to take place during executive session.

Section 4.13. Quorum. At all meetings of the Board, the presence of a majority of the directors shall be necessary and sufficient to constitute a quorum and, except as otherwise provided by law or by the Bylaws, the act of a majority of the directors present shall be the act of the Board. In the absence of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or to take a recess.

Section 4.14 Resignation and Removal of Directors. Any director may be removed at any time for cause at any meeting of the Board by a vote of the Board of the Corporation called for that purpose. Cause will be considered failure to organize or neglect of duty according to the South Carolina Charter School Act of 1996, as amended. Directors shall be expected to attend at least sixty-six percent (66%) of all board meetings and of all meetings of the committee or committees on which he or she has agreed to serve. A director shall be removed for conviction of a felony crime or crime of moral turpitude. Any representative may resign at any time. At the discretion of the Chairperson, Board action may be approved telephonically or electronically and ratified at the next subsequent meeting.

Section 4.15 Compensation and Expenses. Directors shall serve without compensation but may be reimbursed for expenses incurred when acting at the request of and on behalf of the Board.

Section 4.16 Qualifications of Representatives. Directors shall qualify under all requirements of the South Carolina Charter School Act of 1996, as amended.

Section 4.17 Annual Report. The Annual Report will include the budget, self-evaluation report, and improvement plan as approved by the Board and required in the guidelines established by the South Carolina Department of Education. A copy of the

report will be available for inspection by parents/guardians of students and the general public, and the report will be filed pursuant to the requirements specified by the sponsor.

Section 4.18 Employee and Student Records. Employee and student records are privileged documents to be maintained under locked conditions. James Island Charter High School will strive to respect the privacy of both employees and students in all matters.

Parents may request and examine their children's records at any time. A written request with a signature of a parent/guardian is required to release of any student's records to a third party.

Employee records are available for review only to the employee.

Section 4.19 Term of the Charter. This application is for a term of ten school years with renewal under the procedures as specified in the law.

Section 4.20 Revocation of the Charter. If the charter school commits a material violation of the terms of this Agreement, fails to maintain student achievement, fails to meet requirements for fiscal management, and/or violates a provision of the law from which the charter was not specifically exempted, the Board of Trustees of the Charleston County School District may revoke this charter. In the event that the charter is revoked, the charter school shall refund remaining allocated monies to the district.

ARTICLE VI - MISCELLANEOUS PROVISIONS

Section 6.1 Fiscal Year and Audit. The fiscal year of the Corporation shall end on June 30 each year. The Treasurer of the Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts of the Corporation.

Section 6.2 Execution of Contracts. The Board may authorize any officer, employee or agent, in the name of and on behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or confined to specific instances. Unless so authorized by these Bylaws or by the Board, no officer, employee, or agent shall have any power to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable pecuniarily for any purpose or in any amount.

Section 6.3 Commercial Paper. All checks and other orders for the payment of money out of the funds of the Corporation, and all notes or evidences of indebtedness of the

Corporation, shall be executed on behalf of the Corporation by such officer or officers or employee or employees, as the Board may, by resolution, from time to time determine.

Section 6.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited, from time to time, to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may, from time to time, select or as may be selected by any officer or employee of the Corporation to whom such power may, from time to time, be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power may be delegated by the Board, may endorse, assign and deliver checks, drafts, and other orders for the payment of money which are payable to the order of the Corporation.

Section 6.5 Notices. Except as may otherwise be required by law, any notice required to be given under these Bylaws shall be in writing and signed by the Chairperson or the Secretary; and any notice so required shall be deemed to be sufficient if given by depositing the same in a post office box in a sealed first-class postage pre-paid envelope, addressed to the person entitled thereto at his last post office address appearing on the records of the Corporation, and such notice shall be deemed to have been given on the day of such mailing. Any notices required to be given under these Bylaws may be waived, by the person entitled thereto in writing (including electronic means), whether before or after the meeting or other matter in respect of which such notice is to be given, and in such event such notice need not be given to such person.

Section 6.6 Funds. Funds of James Island Charter School shall be deposited in such bank or trust company, or other investment institutions, where such deposits are insured by government agency, as may be recommended by the Treasurer and approved by the Board. Securities and other valuable documents belonging to James Island Charter High School shall be held in a safety deposit box or equivalent alternate custody as may be approved by the Board.

ARTICLE VI I - INDEMNIFICATION

Section 7.1 General. The Corporation shall indemnify each officer, member, employee and representative ("Indemnitee") from the expenses and risks as set forth in Sections 2 and 3 below if such Indemnitee has acted in good faith or in a manner which he or she reasonably believed to be in or not opposed to the best interests of the Corporation and with respect to criminal action proceeding had no reasonable cause to believe his or her conduct was unlawful. A member shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause his/her reliance to be unwarranted or, absent breach of fiduciary duty, lack of good faith or self-damaging actions taken as a member or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 7.2 Expenses. Indemnities shall be indemnified against all expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by the Indemnitee in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation by reason of the fact that the Indemnitee is or was a director or officer of the Corporation, or is or was serving at the request of the Corporation as a representative of another corporation, partnership, joint venture, trust or other enterprise.

Section 7.3 Advances. The Corporation may advance to all Indemnities all expenses incurred in defending a civil or criminal action, suit or proceeding in advance of final disposition of such action provided the Board determines that it is more likely than not that the Indemnitee will be entitled to indemnification pursuant to Section 1 of this Article VII, and such Indemnitee agrees to repay such amount if it is ultimately determined by the Board that the Indemnitee is not permitted to receive indemnification under Subchapter D or the Non-Profit Corporation Law of 1988.

ARTICLE VIII - LIMITATION OF PERSONAL LIABILITY

Section 8.1 Personal Liability. A member of the Corporation shall not be personally liable for monetary damages for any action taken or any failure to take any action, unless (a) such member has breached or failed to perform his/her duties as a member, including his/her duties as a member of any committee of the Board upon which he/she may serve, pursuant to the standard of care set forth in Section 2 of this Article VIII, and (b) such breach or failure to perform constitutes self-dealing, willful misconduct, or recklessness.

Section 8.2 Standard of Care. (a) Each member of the Corporation shall stand in a fiduciary relation to the Corporation and shall perform his/her duties as a member, including his or her duties as a member of any committee of the Board upon which he or she may serve, in good faith, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a member shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following:

- One or more officers or employees of the Corporation whom the members reasonably believe to be reliable and competent in the matters presented.
- Counsel, public accountants, or other persons as to matters that the member reasonably believes to be within the professional or expert competence of such

person.

- A committee of the Board upon which he/she does not serve, duly designated in accordance with the law, as to matters within its designated authority, which committee the member reasonably believes to merit confidence.