

CCSD BOARD OF TRUSTEES

AGENDA

August 24, 2015

75 Calhoun St., Charleston, SC 29401

Academics

I. EXECUTIVE SESSION			
4:30 p.m.			
	1.1:	Legal Updates – Mr. John Emerson <i>-Pending Cases</i> <i>The Board will receive legal updates.</i>	Information/ Action
	1.2:	Personnel Matter – Mr. John Emerson <i>The Board will discuss a personnel matter.</i>	Action/ Information
	1.3:	Teacher Appeal – Mr. John Emerson <i>The Board will review a report and recommendation on a teacher appeal.</i>	Action
	1.4:	HR - Position and Vacancy Update – Mr. Bill Briggman <i>The Board will discuss positions and vacancies.</i>	Action
OPEN SESSION			
5:15 p.m.			
II.	CALL TO ORDER, INVOCATION/MOMENT OF SILENCE, & PLEDGE of ALLEGIANCE		
III.	ADOPTION OF AGENDA		
IV.	APPROVAL OF MINUTES/EXECUTIVE SESSION AGENDA ITEMS		
	4.1:	Open Session Minutes of August 10, 2015 <i>The Board will vote on the open session minutes of August 10, 2015.</i>	Action
	4.2:	Executive Session Action Items of August 24, 2015 <i>The Board will consider a recommendation to approve executive session action items of August 24, 2015.</i>	Action
	4.3:	Financial Minutes of August 10, 2015 <i>The Board will consider a recommendation to approve the financial minutes of August 10, 2015.</i>	Action
	4.4:	Correction to Open Session Minutes of July 27, 2015 <i>The Board will consider a recommendation to correct the July 27, 2015 minutes to reflect item 8.2G as approved.</i>	Action
V.	SPECIAL RECOGNITIONS (15 minutes) – Mrs. Erica Taylor, Executive Director of Strategy & Communications		
		A. Behind the Scenes Hero Award	
VI	VISITORS, PUBLIC COMMUNICATIONS		
VII.	SUPERINTENDENT'S REPORT – Dr. Gerrita Postlewait – Superintendent of Schools		
VIII.	COMMITTEE REPORT(S)		
	8.1:	Audit & Finance Committee – Mr. Todd Garrett	
		A. Audit and Finance Committee Update – Mr. Todd Garrett <i>The Committee Chair will provide information and receive input from Board members.</i>	Information
	8.2:	Policy & Personnel Committee – Mr. Tripp Wiles	

		A. Policy Committee Update - Mr. Tripp Wiles <i>The Committee Chair will provide information and receive input from Board members.</i>	Information
	8.3:	Strategic Education Committee – Rev. Chris Collins	
		A. Strategic Education Committee Update – Rev. Chris Collins <i>The Committee Chair will provide information and receive input from Board members.</i>	Information
		B. James Island Charter High School Amendments to Current Charter Agreement with CCSD – Mr. John Emerson – General Counsel <i>The Board will vote on a recommendation to approve the James Island Charter HS amendment request.</i>	Action
		C. District 3 Task Force Recommendation <i>The Board will vote on a recommendation to approve the District 3 Task Force Recommendations.</i>	Action
	8.4:	Other Committee Reports	
IX.	AD HOC COMMITTEE REPORTS		
X.	POTENTIAL CONSENT AGENDA ITEMS		
	10.1:	A. District 9 Task Force – Extension of Timeline – Rev. Eric Mack <i>The Board will vote on an extension for the District 9 Task Force.</i>	Action
		B. 2014-2015 Board Expenditures <i>In accordance to Board Policy BID, the board's annual expenditure report is provided as information.</i>	Information
		C. South Carolina State Department of Education – Education Improvement Act: Technology/Device Pilot Project – Proposed Implementation Plan for Digital Devices and Digital Content – Ms. Elaine Berry <i>The Board will vote on a proposal to the SDE for the Education Improvement Act Technology/Device Pilot Project.</i>	Action
		D. FY2016 Budget Amendment for Debt Service – Mr. Michael Bobby <i>The Board will vote on an amendment to the adopted 2016 budget.</i>	Action
XI.	CHARLESTON ACHIEVING EXCELLENCE (CAE) UPDATE		
	11.1:	A. Use of Student Learning Objectives – Ms. Anita Huggins <i>The Board will receive a presentation on the use of SLOs to increase Teacher Effectiveness & Student Achievement.</i>	Presentation
XII.	WRAP UP COMMENTS		

Charleston > excellence is our standard
County SCHOOL DISTRICT

75 Calhoun Street
Charleston, SC 29401

**BOARD OF TRUSTEES
AGENDA ITEM**

TO: Board of Trustees

FROM: John Emerson and Robert Olson

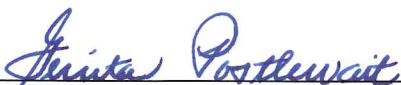
DATE: August 24, 2015

SUBJECT: James Island Charter High School Amendments to Current
Charter Agreement with CCSD.

RECOMMENDATION: Approve changes to amended JICHS contract with
CCSD.

The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:



Dr. Gerrita Postlewait,
Superintendent of Schools

NA

Michael L. Bobby
Chief of Finance, Operations &
Capital Programs

NA

Jeffrey Borowy, Deputy for
Capital Programs

John F. Emerson, General Counsel

NA

Todd Garrett, Chair
Audit & Finance Committee

☐ Item voted on and
recommended for Board
A&F Committee on _____

Rev. Chris Collins, Chair
Strategic Education Committee

☒ Item voted on and
recommended for Board
Policy Committee on 8/4/15

8.3B

Office of General Counsel
August 24, 2015

SUBJECT: James Island Charter High School Amendments to Current Charter Agreement with CCSD.

BACKGROUND: See below.

DISCUSSION: James Island Charter High School has submitted amendments to its charter agreement with the district. It updates their agreement with the district to be consistent with changes in the charter law since their charter was approved by our school board in 2003.

RECOMMENDATION: Approve changes to amended JICHHS contract with CCSD.

FUNDING SOURCE/COST: N/A

FUTURE FISCAL IMPACT: N/A

DATA SOURCES: N/A

PREPARED BY: Robert Olson

REVIEWED BY LEGAL SERVICES: Yes

REVIEWED BY PROCUREMENT SERVICES: N/A

8THIS AGREEMENT IS SUBJECT TO ARBIRATION PURSUANT TO THE
UNIFORM ARBITRATION ACT. SECTION 15-48-10, ET SEP., CODE OF LAWS OF
SOUNTH CAROLINA 1976. AS AMENDED.

JAMES ISLAND CHARTER HIGH SCHOOL

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WHEN REFORMATTED

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JAMES ISLAND CHARTER HIGH SCHOOL

TERMS OF AGREEMENT

1. James Island Charter High School Mission Statement

The Mission of James Island Charter High School is to develop confident, responsible, life-long learners who can excel in society by creating a diverse curriculum and extracurricular experiences in a safe, nurturing environment supported by faculty, parents and community.

2. The School and Community

James Island Charter High School (~~JJCHS~~) (JICHHS) is a converted community-concentric public 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. It is located at 1000 Fort Johnson Road, and serves Charleston County School District 3, a community comprised of the area of James Island and Folly Beach, and offers the International Baccalaureate (IB) Program and Pre-IB Program to students countywide. Current

student enrollment for grades 9 through 12 consists of approximately ~~1500~~ 1600 students and represents the same racial composition of schools within the District 3 attendance zone.

JICHHS operates as the community public high school for all students residing in the District 3 attendance zone of the Charleston County School District (CCSD), opening on the first school day of the Charleston County School District's 2003-2004 school year. The charter school adopts the calendar established by the 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-sectarian, non-religious, non-home-based community school for District 3 of the CCSD.

Expected population growth in the community will increase the student

Mission Statement of the District

The mission of the Charleston County School District, working in partnership with students, families and the workplace and the community is to ensure that all students are provided the opportunity to receive a high quality education that prepares them to succeed in a complex and competitive world.

body and place additional demand for more classrooms and other facilities.

The JICHHS school campus affords room for new buildings and expansion of facilities to offer more classrooms, a safe facility for after-school programs, adult education, and other amenities for

the growing community. The Board of Directors will work in conjunction with CCSD on future capital improvement and building plans to accommodate more classroom and other amenities for the community school.

Pupil Distribution By Grade Level
(on the 135th day of the 2014 – 2015 school year)

Grade 9	47 425
Grade 10	6 423
Grade 11	398 380
Grade 12	297 335

Teachers and other staff employed at James Island High School at the time of conversion ~~or who transfer to JICHHS from other CCSD schools~~ will remain employees of the CCSD. All such employees are subject to applicable CCSD personnel policies. CCSD teachers are covered under Article 5, Chapter 25 of Title 59 of the South Carolina statute, the Teacher Employment and Dismissal Act. The principal of JICHHS, in concurrence with the JICHHS Leadership Team, shall recommend the retention and/or dismissal of all staff members. The principal's recommendation for dismissal of non-teaching CCSD staff members shall be final, subject to CCSD personnel policies. Teachers who are CCSD employees, and who have been recommended for dismissal, may request a hearing before the "District Board of Trustees." JICHHS shall provide and pay for its own legal counsel in the prosecution required for a teacher dismissal hearing. JICHHS has the right to employ, contract, and terminate its own employees.

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.

The faculty and staff identify with the diversity of student interests, abilities and aptitudes. From a foundation built upon respect for the value of learning, JICHHS offers a meaningful educational experience for all students, regardless of cultural, ethnic, racial, gender, religious, economic, social differences, disability, or need for special education assistance.

3. Student Admissions

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 District 3 attendance area.

By adopting the rules set forth in the South Carolina Charter School Act, JICHHS agrees to implement the following admission policies:

All students, including special education students, who live within District 3 attendance zone, shall be given first-right of enrollment.

~~Students who do not reside in District 3 may make application and qualify to participate in the International Baccalaureate Diploma Program at the beginning of the school year and shall be given priority enrollment after all District 3 students are given the opportunity to enroll.~~

JICHHS will give priority to siblings of students previously selected for enrollment. The South Carolina Charter School Act of 1996, as amended, shall govern the priority admission of children of employees and charter committee members.

At the beginning of the school year, any ~~other~~ student residing outside of District 3 may apply for admission, with students previously enrolled in the school prior to its conversion given first priority to attend, and said students will be granted admission on a first-come-~~first~~ first served basis. If the level of interest exceeds the capacity of the school, students will be accepted into the school by random lot, as prescribed by the South Carolina Charter School Act. ~~A lottery, conducted at the end of each semester, will consist of a random selection.~~

Admission for students who live outside of the District 3 attendance zone is permitted only when space is available.

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. Every effort will be made to insure that the racial makeup of the school reflects the ~~District 3~~ CCSD population within a 20% variance.

Children of employees who reside outside the district may enroll their children at JICHHS in accord with the South Carolina Charter School Act of 1996, as amended.

~~JICHHS does not anticipate the admission of any student residing outside of Charleston County.~~

Proof of Legal Residence

All students must be eligible to attend school in the Charleston County School District. Students must reside with legal guardians, and parents/guardians will be required to submit two proofs of residence upon enrollment. Acceptable proof of residence includes lease agreement, power bill, or other acceptable proof of residence.

Students denied admission to JICHHS may appeal that decision to the Board of Directors of James Island Charter High School. A decision of the JICHHS Board of Directors may be appealed to the Charleston County ~~District 3 Constituent~~ Board of Trustees with that Board's decision on the issue being final and without further review.

4. Student Attendance

James Island Charter High School will provide student instruction for a minimum of 180 days, and it will follow the calendar adopted by the Sponsor.

Hours of Operation

JICHHS will meet state standards of 360 minutes per day of instruction. The regular student school day begins at ~~7:40~~ 8:00 a.m. and ends at ~~2:40~~ 3:00 p.m. The school schedule will continue as is. The teacher day begins at 7:40 a.m. and ends at 3:30 p.m. *Hours of operation are subject to change.*

The school operates on a modified-block schedule.

Students attending James Island Charter High School will meet state and district guidelines for attendance. JICHHS will use ~~the SDE's software program, SASI-Student Management System~~ the most current software program aligned with CCSD, to report its student data to the CCSD, which will in turn report the data to the State Department of Education.

JICHHS adopts the attendance requirements and truancy policies of the CCSD.

5. School Governance and Operation

Section 5.1 Board of Directors. The charter governing body and board of directors of the corporation is the Board of Directors of James Island Charter High School (hereafter sometimes referred to as "the Board"), and it shall manage the business and affairs of the corporation. As required by law, the directors shall act only as a Board. The CCSD and the district superintendent shall retain jurisdiction of the James Island Charter High School.

Section 5.2 Responsibilities. The Board shall:

- sign the Charter School Contract,
- ensure compliance with all of the requirements for a charter school as provided by the South Carolina Charter School Law;
- maintain a positive working relationship with the CCSD;
- comply with all Federal and South Carolina laws;
- develop strategic plans for the school;
- adopt and approve the annual budget;
- oversight of curriculum *as developed by the School Leadership Team*
- assist in fund raising activities for the school;
- evaluate the school year vis-a-vis the academic accountability plan;
- employ and contract with non-CCSD teachers, administrators, and principal from recommended candidates presented by the Leadership Team;
- employ and contract with non-CCSD non-teaching employees;
- contract for other services;
- develop pay scales, performance criteria, and discharge policies approve operating procedures;
- hear appeals for teacher dismissals and student expulsions;
- build a parent, educator, and community partnership;
- *evaluate the Principal*
- *establish and monitor an email account*

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

Section 5.3 Board Number, Grouping, Election, and Selections Committee.

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 ~~nine (9)~~ seven (7) directors, representing the following identified groups and meeting the following selection criteria:

~~A. Three (3) of the directors, parents of currently-enrolled students, one from each of the identified attendance areas now served by a James Island elementary school, shall be elected for a one-year term.~~

~~B. Two (2) of the directors, parents of currently-enrolled students, shall be elected at-large for a one-year term.~~

~~C. Two (2) of the directors shall be currently-contracted teachers to serve for a one-year term.~~

~~D. Two (2) community members from the attendance zones served by the James Island community schools to serve for a one-year term.~~

A. Five (5) 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. Two (2) 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 attendance zones served by the James Island community schools shall be elected to serve for a two-year term.

The faculty of JICHHS shall elect two (2) currently contracted teachers to the Board of Directors who shall serve as advisory and ex-officio members without a vote.

For the election conducted in 2015:

The elected directors as described in Paragraph "A" in descending vote order shall choose either a one-year term or two-year term until Paragraph "A" directors consists of three (3) directors with a two-year term and two (2) directors with a one-year term

The elected directors as described in Paragraph "B" in descending vote order shall choose either a one-year term or two-year term until paragraph "B" directors consists of one (1) director with a two-year term and one (1) director with a one-year term.

The elected ex-officio contracted teachers in descending vote order shall choose either a one-year term or two-year term until one teacher has a two-year term and one teacher has a one-year term.

Thereafter, all completed terms are re-elected for a two-year term.

Board Composition shall be in accordance with South Carolina Code of Laws.

Directors shall be elected by a plurality of the cast votes ~~of those attending the annual meeting.~~ 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.

The principal of James Island Charter High School shall serve on the Board as an advisor and ex officio member without a vote.

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 and ratified at the next subsequent meeting.

The Charter School Committee shall serve as an interim board until the first election is held at the first Annual Meeting of the members held on November 20, 2002, or three weeks following acceptance and ratification of the charter by the appropriate government

authorities as provided by the South Carolina Charter School Act of 1996, as amended, whichever date is last met.

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.

Section 5.4 Officers. The officers of the Corporation shall be a President, one Vice President, 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 designated annual meeting of the Board by a majority of the votes cast. Officers may succeed themselves in office.

Charter School Committee

The following members ~~serve~~ served as a charter school committee in the development of the charter school application. Until a Board of Directors ~~is~~ was elected on or about November 20, 2002, or three weeks following acceptance and ratification of the charter by the appropriate government authorities as provided by the South Carolina Charter School Act of 1996, as amended, whichever date is last met. Members of charter school committee ~~will serve~~ served as an interim Board of Directors. The members ~~were~~ are:

Nancy Gregory, Ed.D. -	'Principal/Administrator/Teacher
Robert Bell -	Teacher
Robert Bohnstengel-	Administrator/Teacher
James Glees, Ph.D.-	Community Member/Professor of Education
Alma Davis -	Teacher
Gary Gist -	Administrator/Teacher
Harvey Hagan -	•Business Person
Rev. Lisa Hawkins -	Clergy/Parent
Robert New -	"Community Member/Business Person/Parent
Barbara Nielsen, Ph.D -	Past Superintendent SC Department of Education
Wayne Palkovitz, Esq. -	'Business Person
Russ Ricker -	Teacher
June Roper -	Administrator/Teacher
Paul Schwartz, Esq. -	Business Person
Robin Thomas -	Parent
William Thomas -	Business Person/Parent
Sharon Ward -	Teacher/Parent
David Whitaker -	Community Member

Section 5.5 Committees. As soon as practicable after the annual meeting of the members, the President shall, subject to the Board's approval and stated provisions herein to the contrary, appoint the chairperson of committees, other than those standing committees with elected chairs and identified hereafter, from among the Board. Chairpersons shall hold office at the discretion of the Board,

Section 5.5.1 Selection Committee. The Selection Committee shall consist of five members. Three (3) of the committee shall be qualified parent members and two (2)

of the committee shall be teachers elected at the annual meeting to serve for the ensuing year. The parent or teacher receiving the most votes shall serve as chairperson. The Selections Committee shall meet ~~in-bank~~ ~~en banc~~ and, upon a three-fourths vote of all of the committee members, nominate to fill Board, Disciplinary Committee, or Selections Committee vacancy as required in event of removal for cause and, when may be required, for the unexpired portion of any term. Nothing herein shall preclude any member from seeking consecutive terms to serve on the Selection Committee.

Section 5.5.3 Disciplinary Review Committee. The Disciplinary Review Committee shall consist of five (5) members. The committee shall be qualified parent members elected at the annual meeting to serve for the ensuing year.

The Principal of JICHHS shall appoint one (1) non-parent member to the Disciplinary Review Committee who shall serve as an advisor and ex-officio member without a vote.

The Disciplinary Review Committee, meeting ~~in-bank~~ ~~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 JICHHS 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 5.5.4 Other Committees. The President shall have the power to constitute, with approval of the Board of Directors, special committees to report to the Board for such purposes as may be deemed advisable.

Section 5.6 Meetings. The Charter School Board of Directors shall meet on the first Thursday of October of each year. The Board shall also meet regularly, at least eleven (11) times each year. With the exception for the Annual Meeting, any meeting may be cancelled or re-scheduled 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.

Section 5.6.1 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.

Section 5.6.2 Annual and Regular Meetings. The first Annual Meeting of the members shall be held on November 20, 2002, or three weeks following acceptance and ratification of the charter by the appropriate government authorities as provided by the South Carolina Charter School Act of 1996, as amended, whichever date is last met; thereafter, the Annual Meeting shall be held on the first Wednesday of October of each year. Elections of candidates for the Board of Directors, Selection Committee and Disciplinary Review Board shall take place ~~during the annual meeting on the first~~ ~~Wednesday of October of each year.~~

Section 5.6.2.1 Annual Report. The Annual Report ~~include~~ includes the 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 presented to the Board of Directors at the annual meeting and made available for inspection by parents/guardians of students, teachers, and the general public. The report will be filed with the CCSD.

Section 5.6.2 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.

Section 5.6.3 Notice of Meetings. Every meeting of the Board shall be served personally, ~~or~~ 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, 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 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. 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 5.6.4 Open Meetings. All official actions and all deliberations by Committees and a quorum of the Board and shall take place at a meeting open to the public, as provided in the Freedom of Information Act, except in cases where executive sessions are authorized pursuant to the Freedom of Information Act. Generally speaking, and subject to the provisions of the Freedom of Information Act, 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.

Section 5.6.5 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 5.7 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, ~~Foreign~~ World Languages, Guidance, Family and Consumer Science, Physical Education, ~~Business and Technology~~ Career and Technology Education, Fine Arts, ROTC, Special Education, and Media; and the Athletic Director, IB Coordinator, Assistant Principals, and the Principal.

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.*

Section 5.7.1 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:

1. Address issues of curriculum performance;
2. Advise the Board on budgetary issues;
3. Plan school direction for implementation of learning programs;
4. Conduct initial evaluations of all teacher, administrator, and principal candidates and refer acceptable candidates for Board approval;
5. Create and maintain extra-curricular student programs;
6. Establish school schedules; and
7. Respond to matters delegated to it by the Board.

Section 5.7.2 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. 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.

Section 5.8 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 5.9 Term of the Charter. This application is for a term of ~~five~~ ten school years with renewal under the procedures as specified in the law.

Section 5.10 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 CCSD may revoke this charter. In the event that the charter is revoked, the charter school shall refund remaining allocated monies to the district.

6. Personnel

Federal and state laws will govern the hiring of teachers and staff. James Island Charter High School is an equal opportunity employer and does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, or ancestry.

Section 6.1 Employee's Policy Manual. By June 2003, James Island Charter High School will develop an employee's policy manual consistent with the policies adopted by the CCSD. CCSD personnel policies will apply to CCSD employees at JICHHS.

Section 6.2 Hiring Policies. Consistent with policies of the CCSD, persons interested in employment at JICHHS will follow all district procedures in completing and submitting an application through the Personnel Office. Positions available at JICHHS will be posted, and current employees may transfer to JICHHS, 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 or wider geographic area
- Offer positions for a minimum of ten (10) days before the selection process is closed.
- Designate a Leadership Team of teachers to interview qualified teacher-applicants and administration candidates to interview applicants.
- Conduct second interviews through direct supervisor, principal, and/or designated school administrator.
- Evaluate teaching effectiveness in classroom or worksite settings, when possible.
- Require criminal background check of all employees.
- Adopt the policies, as prescribed by the South Carolina Department of Education, to monitor employees through a probationary period, at the end of which, a supervisor or school administrator must file a written review for acceptance by the board.

James Island Charter High School will pay the costs to obtain background checks for all staff.

Section 6.3 Minimum Employment Credentials. All employees, whether certified or non-certified, must undergo the background checks and investigations required by law for all school employees before they may work in a public school.

Minimum certification requirements required for employment are specified for each classification as follows:

- Per South Carolina Charter School Act of 1996, as amended, teachers in all core subject classes must hold a minimum of a Bachelors 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.
- Teachers must hold a minimum of a Bachelors 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 for 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 standards of the Charters 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.

- One or more administrators must hold a minimum of a Masters Degree and a valid South Carolina teacher certification (or qualify for a provisional certification) and secondary school administrator certification.

Section 6.4 Hiring. For certified teachers and staff, James Island Charter High School adheres to the personnel guidelines established by the CCSD, including the CCSD salary schedule for all certified teacher 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 the said personnel guidelines.

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 Principal~~ **Representatives from the School Leadership Team** shall interview all candidates, with the Principal **reviewing and** reporting the evaluation and Leadership Team recommendation to the Board.

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. Certified teachers and administrators transferring from any other CCSD school to JICHHS shall retain the same employment standing with CCSD. Any teacher or administrator transferring from a school outside of CCSD will not receive preferential standing with CCSD.~~

Section 6.5 Teacher Contracts. As teachers employed at JICHHS at the time of conversion the current CCSD teachers who choose chose to teach at JICHHS are CCSD employees, CCSD will issue contracts to those teachers. The JICHHS Board of Directors will direct the administrative staff to develop contracts for all non-CCSD teachers. For newly-hired JICHHS teachers, the contracts will provide employment for one year, subject to a probation period. JICHHS will encourage teachers to make a five-year commitment to the school.

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 "cover" classes for other teachers;
- Teachers who actively engage in 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 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.

Section 6.6 Employee Review. Teacher and staff evaluations will take place annually and will include observation of classroom and teaching methods. Prior to the preparation of any written evaluation of a teacher or administrator, the designated administrator shall conduct an evaluation interview. The leadership team members may participate in the evaluation process. The Principal shall develop evaluation forms and guidelines, and adopt the South Carolina Department of Education ~~and CCSD STEP 1, 2, 3-evaluation~~ policies, nevertheless permitting the principal and Board 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. At least annually, direct classroom observations are required of each teacher.

The following criteria shall measure principal and teacher performance:

- Adherence to professional expectations and standards

- Progress toward the goals of James Island Charter High School

Section 6.7 Substitute Procedures. In a teacher's absence, the Principal may, at his or her sole discretion, choose from among the following options:

- Hire a qualified substitute teacher, such substitute teacher must meet all state standards for substitute teacher certification; or
- Reschedule student activities to cover gaps with other present James Island Charter High School teaching staff.

Section 6.8 Payroll Procedures. James Island Charter High School will contract with the CCSD or a private contractor to provide payroll services.

Pay periods will be ~~two weeks (14 calendar days) in length, and run from Monday through Friday~~ aligned with the CCSD policies and procedures. All employees will be subject to a lag payroll equal to one pay period.

~~Each employee shall submit a signed time sheet at the end of each pay period to the Principal or designee. The required time sheet will verify the hours worked during the pay period.~~

Section 6.9 Personal Leave, Sick Pay, and Bereavement Policies. JICHHS adopts the personal leave, sick day, and Bereavement policies of the CCSD (Policies 4151.1-4151.3).

7. The Curriculum.

The James Island Charter High School curriculum reflects the South Carolina Curriculum Standards and meets all state graduation and State Department of Education, ~~SACS-~~ ~~(Southern Association for Colleges and Schools)~~ **AdvancED Accreditation**, and International Baccalaureate Standard requirements.

James Island High School will continue the current offered curriculum; will offer the same grades, or non-graded education appropriate for the same ages and education levels of pupils, as offered by the school immediately prior to the conversion; and will require the same graduation requirements through the school year ending June 2003. Thereafter, JICHHS expects to add other innovative programs and courses to the curriculum as recommended by a Continuous Improvement for Teaching our Youth ("CITY") Committee, subject to having first obtained the approval for the programs and courses from the South Carolina Department of Education.

The CITY Committee, whose members will be appointed by the Leadership Team, will consist of parents, teachers, and students. The CITY Committee will examine the success of curricular and extracurricular programs in relation to the needs of JICHHS students to adapt to the community workplaces and pursuit of their continued education. The CITY committee will propose recommendations for changes and present these

recommendations to the Leadership Team for referral to the JICHHS Board of Directors for adoption.

Among the programs that will first be considered are:

- School-to-work apprentice programs
- Flexible school curriculum customized to meet specific needs of selected at-risk students
- Special Saturday School to emphasize study habits and social skills development
- Flexible school library hours, staffed by parent volunteers, to permit evening access.

A copy of the current curriculum is attached as Appendix B.

JICHHS shall select textbooks from the approved list and adopt approved curriculum and programs from the guidelines established by the South Carolina Department of Education.

The curriculum developed meets specific needs, as determined by the education plan chosen by each student. The plan is based on helping each student reach his/her educational goal that may include, but are not limited to, the following:

- preparation to attend a 4-year college or university
- preparation to attend a 2-year college
- preparation to attend a technical college
- preparation to enter the military
- preparation to enter the workforce

Each year the goals and curriculum plans will be reevaluated and adjusted if necessary by the student and parents with the assistance of school guidance counselors and staff.

8. Academic Accountability.

Parents are encouraged to participate in school functions and regularly meet with teachers and administration through the school year. Teachers, parents, and community have the responsibility to monitor the school's success.

Parents also have the duty to be involved in the success of their own children. To foster good communication between parent and teacher, JICHHS offers scheduled evening open-house meetings each semester, encourages telephone conferences between parents and teacher, and face-to-face meetings at times mutually agreed to by both parents and teachers.

The James Island Charter High School will continue to meet or exceed all state and local standards of performance.

JICHHS measures academic performance through the use of the ~~Palmetto Achievement Challenge Test (PACT)~~, PSAT and SAT scores, ~~ACT scores~~, and IB and AP examination results, ~~and other state assessments~~. All data is reported to compute the South Carolina report card and the district report card.

The accountability plan incorporates the following provisions:

- 1) Develop and pursue a clear, concrete, and measurable school performance objectives;
- 2) Measure and document progress toward these objectives
- 3) Use credible student assessment tools for annually tracking student performance; and
- 4) Report the objectives, the progress to achieve them, and student assessment results, along with other required information in the annual report.

Section 8.1 Student Performance Objectives.

- 1) To ensure that all students achieve proficiency in comprehension and application in the major subject areas - Language Arts, Mathematics, Social Studies, and Science.
- 2) To ensure that all students achieve proficiency in skills and orientations: problem solving, self-directed and empowered learners, responsible and effective communicators, successful members of multiple communities, and producers of quality work.

Section 8.1.1 Student Performance in Proficiency, Comprehension, and Application. To ensure that all students achieve proficiency in comprehension and application in major subject areas, JICHHS expects all of its students to become proficient in the following studies:

- English/Language Arts: Reading; Writing; Conventions, Grammar, and Usage; Literary Genre; and Speaking, Listening, and Viewing.
- Mathematics: Numbers and Operations, Mathematical Skills and Tools, and Mathematical Communication.
- Science: Physical Science Concepts, Life Science Concepts, Earth and Space Concepts, and Scientific Connections and Applications.

Social Studies: Time, Continuity, and Change; People and Environments; Power and Participation; Production and Distribution; Cultures and Identities; and Interdependence.

Annual Student Performance Goals

Students will demonstrate proficiency in language arts, math, science and social studies.
Students will demonstrate an understanding and appreciation of the visual arts, performing arts, foreign language, physical fitness and personal wellness.
Students will demonstrate an understanding of career options and capabilities.
Students will use technology effectively to access, manage, and present information.
Students will utilize problem-solving strategies to work independently and collaboratively.
Students will demonstrate responsibility for their own learning, including setting goals and evaluating progress.
Students will display the self-discipline that will enable them to become successful learners, workers, family members, and citizens.
Students will demonstrate respect for their uniqueness and understand the differences and similarities of culture, race, gender, and abilities of others.
Students will understand and practice democratic ideas and ideals.

To achieve the goals for student performance, JICHHS uses a wide range of instructional strategies, that include:

- An inquiry process to engage students in exploring topics, issues, problems, and choices;
- Problem-based learning that uses authentic learning tasks to facilitate student learning as well as allow students to test and demonstrate their proficiency;
- Opportunities for ongoing self, peer, and teacher assessment;
- Learning activities that integrate the curriculum across subject areas; and
- A strong focus on developing systems thinking/system dynamics in all teaching and learning.

Section 8.1.2 Progress Indicators. Teachers at JICHHS use a variety of assessment methods to determine students' interim and final grades and report progress to parents through the district rubric progress reports and individual student report cards. Those used at JICHHS include mid-term and semester assessments, test results, projects, classroom evaluation, **South Carolina Assessment System (PACT)**, **South Carolina state assessments**, PSAT, SAT, AP, and IB test scores. JICHHS uses the district's **SAS** student management system to report information regarding student progress.

Areas of weakness indicated by the South Carolina Assessment System scores will be addressed in school improvement plans, and **at least a 10% increase** **increases** in those areas will be achieved the following year.

All students will achieve success in post secondary program or work.

Section 8.1.3 Academic Intervention. When a student does not meet the standard on district curriculum ~~and/or PACT testing~~, a student academic plan is developed, and a specific intervention plan is outlined for that student. ~~Academic assistance~~ ~~This plan~~ may include, but it is not limited to, after-school tutoring, computer lab assistance, homework assistance, specific individual instruction, and summer school intervention.

Section 8.2 School Performance Objectives. The performance objectives of the charter school adopt the goals that ensure all students the opportunities to achieve proficiency in key skills and orientations. The charter school reaches these objectives:

- To actively pursue the JICHS Mission Statement.
- To continue to develop and implement a standards-based curriculum.
- To foster a school climate and culture that supports the achievement of the school's mission statement.
- To continue to refine and expand the evaluation and accountability system.
- To fulfill the expectations that all students will become proficient problem solvers, self-directed and empowered learners, responsible and effective communicators, successful members of multiple communities, and producers of quality work.

Learning activities are designed to develop these skills and orientations, both through focus and integration within the teaching and learning process in all areas. Staff will refine teaching and curriculum to implement assessment data and integrate technology to enhance student proficiency in solving problems, learning, communicating, working with others, and producing quality work.

The Leadership Team, with recommendations from the CITY Committee and surveys conducted of student, parent, and teachers, will evaluate the curriculum and methodology annually.

Staff will concentrate in establishing and maintaining communication with and involvement of parents as educational partners.

Section 8.2.1 Progress Indicators. The JICHS mission has been actively communicated to parents, staff, and board members, who work collaborative to provide leadership in achieving it. The Charter is a working document, and it will be referred to in making day-to-day decisions. The mission statement as a primary guide for developing and evaluating learning activities. Parent and student survey responses will provide evidence that each of these criteria is being met.

The climate and culture of a school are important factors in achieving its mission. JICHS' mission requires a climate and culture that allows all students to focus on achieving their full potential, meeting high standards, and acquiring skills and orientations that will prepare them for achieving success in all adult roles. JICHS expects all students to contribute positively to a climate and culture of respect, safety, cooperation, and personal and shared responsibility.

The two major rules of conduct at JICHHS are Safety and Respect for Others.

In addition, a number of rules to guide student behavior and communicate values related to the JICHHS community, staff consistently intervenes when student behaviors violate safety and respect. Conflict resolution strategies are used with students to solve problems and build skills. Mentors and/or Career Advisors handle and solve problems in the school community, and students are encouraged to be leaders among their peers, through all-school meetings and other activities.

The number of discipline incidents and in-school suspension measures the success. They will decrease throughout the year and across years for older students.

Section 8.3 Evaluation and Accountability. JICHHS will have an evaluation and accountability system that meets the following criteria:

- It fulfills all requirements of the CCSD.
- It focuses on student performance and achievement related to the South Carolina standards and proficiencies.
- It generates valid and meaningful information that can be used to prepare the Annual Report.
- It provides the Board of Directors of JICHHS with the information needed to perform their governance role.
- It provides staff and the Principal with periodic data for continuously improving the program and operation of the school, including desegregated data that highlights trends and factors that correlate with various levels of performance.
- It reflects a sound evaluation approach that is appropriate for a public charter school.

JICHHS expects to achieve the following targets:

- Within the ~~five~~ **ten** year term of charter, teacher, parent, and student climate survey conducted by the South Carolina Department of Education will show a majority are satisfied that JICHHS is achieving all of the expected education goals.
- Within the ~~five~~ **ten** year term of charter, JICHHS will attempt to maintain its annual state report card rating as "excellent".
- ~~Three percent annual increases of the number of 10th graders first time passing all of the sub-tests for the exit exam.~~
- ~~Two percent annual increases of graduating seniors eligible for the Life-Scholarship.~~
- ~~Two percent~~ Annual increases of the number of students taking Advanced Placement / **International Baccalaureate** courses.
- ~~One percent~~ Annual increases of the number of students earning a grade of 3 or higher on AP exams **and 4 or higher on IB exams.**
- ~~Increase~~ Decrease retention rate of all grades ~~by one-half percent per year.~~
- **Annual increases on End-of Course Examination scores of 70 or above.**

Section 8.4 Standardized Testing and Reporting. The charter school will adopt the requirements of the South Carolina Department of Education and district policies related to administering required standardized testing of students.

~~TICKS uses the district's SASI student management system to report information regarding student progress.~~ Interim report cards are distributed at mid-semester, and report cards are distributed at the close of each semester.

9. Evidence of Support.

Section 59-40-100 of the South Carolina Charter School Act of 1996, as amended, permits an existing public school to convert to a charter school with the consent of two-thirds of the faculty and instructional staff employed at the school and two-thirds vote of voting parents/legal guardians of the students currently enrolled.

Public meetings were held for teachers, parents/guardians and community. A work-in-progress copy of the charter was published on the Internet, and a copy mailed to the parents/guardians of each student currently enrolled.

Ballot for teachers and ballot for parent/guardians were prepared. The League of Women's Voters reviewed wording of the ballots and voting procedure. In compliance with the statutory provisions of the South Carolina Charter School Act of 1996, as amended, elections were conducted.

On August 28, 2002, by a margin in excess of two-thirds of the vote, the faculty and instructional staff employed at James Island High School voted to support the charter application. The teacher vote represented one hundred percent (100%) participation of those eligible to cast ballot. The League certified the voting process and tabulated the results.

On October 14, 2002, ballots were mailed, postage prepaid, to the parent/guardian of each enrolled student per current registration records. Ballots, in sealed envelope, were returned to the school in care of the League of Women's Voters. The League certified the voting process and tabulated those results. By a margin in excess of the required two-thirds of those voting, the parents and/or legal guardians of students enrolled in the school voted to support the conversion of James Island High School to become a charter school.

The voting procedures are more specifically detailed in Appendix D.

Tabulated Voting Results

Faculty Vote - Supporting _86_% (Vote#_99_)
 Opposing _14_% (Vote #_16_)

Total Number of Faculty Voting - 115
Number of Faculty Eligible To Vote - 115

Parent/Guardian Vote - Supporting _76_% (Vote #_806_)
 Opposing _23_% (Vote #_244_)
 Undecided 1 % (Vote # __7 J

Total Number of Parent/Guardians Voting - 1057
Number of Parent/Guardians Eligible To Vote - 1544

10. Parental and Community Involvement.

The mission statement and core beliefs of the James Island Charter High School promote the involvement of parents and community.

The James Island community has a history of supporting its schools, including ~~the- autonomous James Island Middle School~~ schools that requires parental involvement in its governance and management. 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. Many of the committee members of the movement to convert James Island High School to a charter school ~~are~~ were both parents of students and active community volunteers. These and other supporters will continue to provide energy and strategic insight in the planning and management for the school.

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

- Attend board meetings, seek nomination and election to the Board and Selection Committee, 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 leadership team in fund-raising and school projects.

Encourage parents and teachers to commit to a minimum of one hour per month of parental involvement in the school and/or extra-curricular activities over the course of the school year.

Contribute time and/or money toward school and student needs.

Forge new partnerships with businesses, colleges, and university to enrich and enhance the learning experience for the students of James Island Charter High School.

11. Grievance and Termination.

The James Island Charter High School will follow and comply with the Code of Laws of South Carolina, Title 59, Article 5 (Employment and Dismissal Act), in all issues relating to CCSD teachers working at JICHHS. CCSD teachers at JICHHS will have the right of appeal to any termination decisions in accordance with CCSD personnel policies. James Island Charter High School 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.

By June 2003, a final draft of the adopted personnel grievance and termination policies of James Island Charter High School, containing the above-described modifications made, ~~will be~~ **was** presented to the Board of Directors for review and acceptance.

12. Services to Students with Disabilities.

Special Education Programs at JICHHS remain the same as prior to the conversion. EFA funds generated by special education students enrolled at JICHHS will be allocated to JICHHS. With these allocated funds, JICHHS will be responsible for providing appropriate staffing and ensuring IEP implementation for resource and vocational special needs students and the following self-contained programs: EMD, **TMD**, ED, LD, and PMD. JICHHS will be billed by CCSD for services provided to special education students including but not limited to itinerant instruction and related services. JICHHS has the option of contracting with other special education service providers that comply with all state and federal guidelines.

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.

The special education teachers and assistants employed at JIHS at the time of conversion are employees of CCSD; however, when new vacancies occur, JIHS will follow the hiring policies as set forth under Section 5.7.1. ~~the Board of Directors of the Charter School will select and hire applicants for these positions.~~ Employees who transfer to JIHS from other CCSD schools will remain employees of CCSD. JIHS will supervise the special education staff.

James Island Charter High School will work cooperatively with the CCSD ~~Exceptional Children Services Department. Department of Student Support Services. A special-education consultant/school psychologist will be made available up to two days a week by~~ CCSD ~~to~~ 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 JIHS. JIHS will comply with all Federal, South Carolina, and district procedures related to the identification and provision of special education, support services, and disciplinary matters.

Pursuant to the policies of the South Carolina Department of Education and the CCSD, JIHS will adopt homebound procedures and provide homebound services to students who qualify. ~~In addition, JIHS will conduct Child Find Services as provided prior to the charter school conversion.~~

13. Professional Development.

JIHS recognizes that its teachers represent an essential component in the success of the school. A goal of the charter school is to support their skill development through creation of a model site that assists them to become innovative teachers who achieve measured student success and gives recognition for their achievements. This will be achieved through implementation of the following:

- JIHS faculty and staff are employed 190 days, with 180 days of teaching 5 days devoted to worthwhile in-service and/or professional development, and 5 teacher workdays.
- Establish and maintain a formal affiliation with local colleges and universities for staff development; provide student internship opportunities and teaching programs; and exchange ideas relating to teaching methodologies.
- Work cooperatively with district administration in planning and offering professional development activities for members of JIHS and other staff members in the district.
- Apply for Eisenhower and other grants to assist teachers and staff to pursue customized individual plans to develop innovative teaching techniques, methods, and practices.

14. Health and Safety.

JICHHS is located at 1000 Fort Johnson Road. The existing school building meets all city, county, and state codes for the operation of a school. JICHHS will continue to adhere to all guidelines for maintenance of a safe environment, including regular inspections by the fire marshal and participation in the district's safe schools assessment.

CCSD requirements shall be followed in regard to providing student clinic health services; employing school nurse according to staffing requirements; and maintaining equipment and supplies and staff health services.

District policies and/or procedures for immunization of students, fire and safety precautions, food inspections, hazardous chemicals, blood borne pathogens, and criminal background checks for all employees will continue to be vigorously enforced.

15. Student Rights and Responsibilities.

JICHHS will develop a ~~follow the district's policies regarding students' rights and responsibilities as outlined in the district's~~ Student Code of Conduct ~~and Attendance Regulations and Facts About Truancy, subject to modifications. The modifications substitute, in all cases, the Disciplinary Review Committee of the James Island Charter High School as the first appellate review and the JICHHS Board of Directors as a final appellate panel.~~

The Disciplinary Committee, meeting ~~in-bank~~ ~~en banc~~, shall be empowered to examine all facts, hear appeals, and render a decision pertaining to student 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 JICHHS Administration may appeal any suspension or expulsion finding and/or recommendation to the JICHHS Board of Directors.

A parent may seek re-enrollment at another district school, but the district is under no obligation to enroll the student in another setting.

16. Budget and Contract Issues.

JICHHS will follow district budgetary guidelines and will adhere to the same financial audits, audit procedures, and audit requirements as are required pursuant to the South Carolina Charter School Act of 1996, as amended. The school will annually submit an independent audit report to the CCSD. The school will not submit a budget that exceeds the allocation for which it is eligible. James Island Charter High School will ensure that all financial matters are addressed in a consistent manner with district policy and procedure.

CCSD, at its expense and without prior notice, may conduct audits of the school financial records.

The budget for JICHHS will be based on the annual 135-day weighted student count, projected on July 1 of each school year based on student attendance, and adjusted quarterly for changing enrollment. The amount available to the school will include any state, Federal or local grants obtained to support the program.

JICHHS will establish both revenue and expenditure accounts for its operation, and it will maintain the budget records for the school.

The proposed budget is attached as Appendix C.

17. Contractual Arrangements.

Section 17.1 Use and Maintenance of Facility and Equipment. The CCSD shall lease James Island Charter High School occupancy of the school facilities at 1000 Fort Johnson Road for the term of the charter ~~for an annual payment of one dollar at no charge.~~ All issues related to the facility shall be defined by the lease agreement between the JICHHS and the CCSD. Facilities include the land, buildings, and all improvements, modular trailers, now situated thereon, and all equipment, CCSD owned books, and school property contained therein. The use of the library and its contents, computer labs and their contents, furniture, sports apparatus, art equipment, and all other equipment housed within the school facilities are included ~~in the annual rent.~~ at no charge.

The South Carolina Charter School Act of 1996, as amended, provides that the sponsor shall distribute proportionally to the charter school for capital outlay and maintenance.

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. All additions, construction, modification, and other capital improvements made to or on the JICHHS campus shall become part of the lease ~~and without additional rent charges~~ at no charge.

JICHHS shall contract for maintenance services, and JICHHS reserves the right to supplement all equipment, library, furniture, and materials through its budget and/or fund/raising projects.

Any modifications to buildings and/or grounds proposed by JICHHS must be ~~requested in advance utilizing the "modifications to buildings and grounds" form attached to the lease agreement, CCSD shall approve or disapprove all modification requests within 14 days of receipt of request.~~ in accordance with the Facility Use Agreement with CCSD.

Section 17.2 Transportation. Past experience indicates that a majority of the high school students attending James Island High School provide their own transportation rather than rely on school busing. For the several years prior to the conversion, thirteen or fewer school buses were more than sufficient to address student-busing needs, JICHHS will accept bids and contract for transportation services to provide transportation for enrolled students who reside in District 3. Students residing outside District 3 ~~must provide their own transportation~~ are not guaranteed transportation. The contract services will provide for field trips and extracurricular activities transportation.

Section 17.3 Insurance. JICHHS will negotiate terms and amounts for the policies with coverage in amounts determined by the Board and the concurrence of the district. The following insurance coverage will be in place at the time of transfer;

- General liability - ~~\$2,000,000 per occurrence/\$4,000,000 annual aggregate~~ \$1,000,000 per occurrence
- School property and contents - ~~\$2,000,000~~ over \$5,000,000
- Employee workers compensation - ~~\$250,000~~ \$1,000,000
- ~~Board of Directors errors and omissions (including performance surety) - \$1,000,000~~ Tort Liability (includes Board of Directors) - \$1,000,000
- ~~Educators~~ professional liability - ~~\$1,000,000~~ \$300,000 / \$600,000 per occurrence
- Student insurance – at least \$25,000
 - High School League - \$25,000 - \$5,000,000
 - The High School League is a \$25,000 deductible and covers sports.
 - It is a mandated coverage.
- Vehicle liability and property - ~~\$25,000/\$50,000/\$250,000/~~ \$1,000,000

Section 17.4 Food Services and Warehouse Materials. JICHHS expects, during its first year of the charter, to contract with CCSD for food services and warehouse materials. Thereafter, JICHHS will examine relevant laws and regulations and, if legal counsel deems it permitted, consider letting bids and contracting for food services and materials.

JICHHS will adhere to Federal and state laws relating to free and reduced-rate school lunch programs.

Section 17.5 Gifts, Donations, and Grants. JICHHS will obtain tax-exempt status from the Internal Revenue Service and recognition from the State of South Carolina as a charitable corporation to accept gifts, donations, and grants consistent with district policy. No gift, donation, or financial commitment is a requirement of acceptance into the charter school. All gifts, donations, or grants will be reported in the annual audit report.

18. Business Plan.

Charter conversion changes the legal structure of the school to become an independent legal entity with new responsibilities of administration and charter independence. The mission of the school, its students, staff, and facilities remain in place as an existing school.

The Board of Directors of James Island Charter High School, supported by an administrative management team, will self-manage the financial status and responsibilities of the charter school in accordance with the provisions of this Agreement and the South Carolina Charter School Act of 1996, as amended. Some services, previously provided by the sponsor school district, will continue, both as a matter of law and as a matter of best management practice. Among those services that may remain within the province of the sponsor and contracted for by the charter school are staff payroll and the assignment to provide for education services for children with disabilities on the charter school campus.

For those services that will become self-managed, the Board of Directors will retain or hire professional and skilled help as a management team to fulfill administrative services. The management team will consist of a human resources/business/facilities manager, retained to carryout the directives of the board and, at the Board's direction, address the day-to-day needs of the school; an independent auditor retained to audit, report, and file required documents; and legal counsel retained to advise the Board and provide representation to the charter school, if required.

Qualifications for the individuals or firms retained to perform audit and legal services will require appropriate certifications and licensure and familiarity with the nature and scope of a charter school's operation and responsibilities.

The human resources/business/facilities manager will demonstrate appropriate skills, fiscal responsibility, and experience to present a comprehensive financial management plan to the Board for its review and approval; to advise and assist the Board on personnel issues; to prepare financial reporting services for the Board, and to evaluate and advise the Board on the maintenance needs of the facilities.

The financial reporting presented to the Board, its members, and reviewing entities must apply generally accepted accounting principles and conform to the required reporting procedures. Annual financial statements reporting income, assets, liabilities, reserves, and cash flow shall be prepared and published for the members at the annual meeting. At each monthly meeting of the Board of Directors, the Board shall receive up-to-date financial statements reporting income, assets, liabilities, and reserves, projections of income and expenses, and current cash flow. The same financial documents shall be made available to the public at such meetings for review.

The Board shall establish policy authorizing, subject to the review by the Board of Directors, the President and Treasurer with authority over the school's fiscal affairs, internal controls, accounting practices, purchasing, and personnel practices.

19. Dispute Resolution.

The CCSD and the Charter Committee of James Island Charter High School, its successors and assigns, agree to submit contested issues to mediation and arbitration pursuant to the following:

Except for the right of either party to apply to a court of competent jurisdiction for a temporary restraining order, a preliminary injunction, or other equitable relief to preserve the status quo or prevent irreparable harm, any and all claims, disputes or controversies, which the parties shall be unable to resolve within ten (10) days shall be referred to an ad hoc group consisting of two members of the JICHHS Board of Directors and two members of the CCSD Board of Trustees who, within five (5) days of the notice, will meet, in good faith, to resolve the claims, disputes or controversies. If the ad hoc group is unable to come to agreement, within five (5) days, the claims, disputes or controversies shall be mediated in good faith. The party raising such dispute shall promptly advise the other party of a request to mediate the dispute. By not later than five (5) business days after the recipient has received such notice of dispute and request for mediation, each party shall select for itself a representative who shall have the authority to bind such party, and shall additionally have advised the other party in writing of the name and title of such representative. By not later than ten (10) days after the date of such notice of dispute, the party against whom the dispute shall be raised shall select a mediator and the representatives shall schedule a date with such mediator for a hearing. The parties shall enter into good faith mediation and shall share the costs equally. If the representatives of the parties have not been able to resolve the dispute within ten (10) business days after such mediation hearing, then any and all claims, disputes or controversies, shall be resolved by final and binding compulsory arbitration, and shall be determined in accordance with the South Carolina Uniform Arbitration Act (Section 15-48-10, et seq.). Any decision rendered in such arbitration may be enforced by either party in the courts of the State of South Carolina. All costs and expenses, including reasonable attorneys' fees, of the prevailing party in connection with arbitration of such controversy or claim shall be borne by the other party.

20. Statement of Understandings.

- James Island Charter High School will comply with the South Carolina Charter School Act of 1996, as amended, and all other Federal and South Carolina laws and regulations.
- In addition, the school will specifically comply with all Federal and South Carolina health, safety, civil rights and disability requirements that apply to any other school in the district.

With respect to activities related to the James Island Charter High School, the CCSD and its employees, acting within the scope of their official capacities, are immune and held harmless from civil or criminal liability arising wherefrom. JICHHS shall be considered as a school district for purposes of tort liability under South Carolina law, except that the tort immunity shall not include acts of intentional or willful racial discrimination by the governing body or employees of the charter school. Employees of the charter school shall be relieved of personal liability for any tort or contract related to the school to the same extent that employees in traditional public schools in their school district are relieved. The charter school shall assume liability for the activities of the charter school, and the charter school shall indemnify and hold harmless the school district, its servants, agents, and employees, from any and all liability, damages, expense, causes of actions, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

Sponsor releases JICHHS from local school district policies not otherwise explicitly accepted and adopted herein.

The charter school will annually submit an independent audit report to the CCSD. JICHHS shall be deemed to have fulfilled all reporting requirements to the sponsor by its providing those reports and documents required by the South Carolina Board of Education to complete the annual "School Report Card" and copy of the school's independent audit report.

The district shall have no obligation to provide extracurricular activities or access to facilities of the school district for students enrolled in the charter school. Nevertheless, the Sponsor shall permit the students of JICHHS to participate in all South Carolina public schools athletic, extra-curricular, and interscholastic programs and leagues. JICHHS shall comply with all related rules and regulations, including Federal Title 9.

This Agreement between the charter school and the district reflects all agreements regarding release of the charter school from local school district policies.

Witness that on this date, _____, this application is accepted
for the period of time commencing July 1, 2003 and ending
June 30, 2008.

For the Charter Committee to Convert
James Island High School to Become a Charter School

By: _____ By: _____
Wayne Palkovitz Robert New

By: _____ By: _____
Nancy Gregory, Ed.D. Harvey Hagan
Principal, James Island High School

For the Board of Trustees of the
Charleston County School District

By: _____
Gregg Meyers, Chairman

Ronald A. McWhirt, Ph.D.
Superintendent
Charleston County School District

Witness that on this date, _____, this application is accepted
for the period of time commencing July 1, 2003 and ending
June 30, 2008.

Board of Trustees
Charleston County School District

For the Charter Committee to Convert
James Island High
Charter School

By: _____ By:

Wayne Palkovitz

By:

Robert New

Ronald A. McWhirt, Ph.D.
Superintendent
Charleston County School District

Nancy Gregory Ed.D.
Principal of James Island High School

Division of Student
Learning Services

Ronald A. McWhirt, Ph.D.
Superintendent of Schools

Marian Mentavlot, Ed.D.
Associate Superintendent

**CHARLESTON COUNTY
SCHOOL DISTRICT**

76 Calhoun Street
Charleston, SC 29401
Office; (843) 837-C41 3
Fax; (843) 837-6410

April 22, 2003

Mr. Robert New
PO Box 1488
Folly Beach, SC 29439

Hear Mr. New:

On January 27, 2003, the Charleston County School District Board of Trustees voted to approve the James Island High School charter school application pending successful completion of the review and revision process. On April 22, 2003, Dr. Marian Mentavlot received notification from Ms. Janet Paduhovich, legal counsel for Rosen, Rosen, and Hagood, that your charter school application now satisfies the statutory requirements of the Charter Schools Act. This letter serves as official notification of your final approval from the Charleston County School District Board of Trustees for the James Island Charter High School. The attached application shall serve as the contract between CCSD and the Governing Board for James Island Charter High School,

Sincerely,

Ronald A. McWhirt, Superintendent
Charleston County School District

Charleston County School District Board of Trustees

Attachment

C Nancy Gregory, Principal, James Island High School
Marian Mentavlot, Associate Superintendent
Charleston County School District
Catherine Samulski
SC State Department of Education

Appendix A

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 Annual Meetings. The annual meeting of the members shall be held on the first Wednesday of October of each year.

Section 3.3 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 3.4 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, ensure compliance with all of the requirements for a charter school provided by the South Carolina Charter School Law, maintain a positive working relationship with the Charleston County School Board; develop strategic plans for the school; adopt and approve the annual budget; oversight of curriculum; assist in fund raising activities for the school; evaluate the school year vis-a-vis the strategic plan; approve operating procedures; build a parent, educator, and community partnership; comply with all Federal and South Carolina laws; employ and contract with teachers, administrators, and principal from the recommendations presented by the Leadership Team; employ and contract with non-teaching employees; contract for other services; develop pay scales, performance criteria, discharge policies for the Charter School employees, *evaluate the Principal, and establish and monitor an email account.*

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 ~~nine (9)~~ *seven (7)* directors, selected from ~~three~~ two identified groups, and in accord with the following provisions:

~~A. Three (3) of the directors, parents of currently-enrolled students, one from each of the identified attendance areas now served by a James Island Elementary School, shall be elected for a one-year term.~~

~~B. Two (2) of the directors, parents of currently enrolled students, shall be elected at-large for a one-year term.~~

~~C. Two (2) of the directors shall be currently contracted teachers elected for a one-year term.~~

~~D. Two (2) community members from the attendance zones served by the James Island community schools.~~

A. Five (5) 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. Two (2) 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 attendance zones served by the James Island community schools shall be elected to serve for a two-year term.

The faculty of JICHS shall elect two (2) currently contracted teachers to the Board of Directors who shall serve as advisory and ex-officio members without a vote.

For the election conducted in 2015:

The elected directors as described in Paragraph "A" in descending vote order shall choose either a one-year term or two-year term until Paragraph "A" directors consists of three (3) directors with a two-year term and two (2) directors with a one-year term

The elected directors as described in Paragraph "B" in descending vote order shall choose either a one-year term or two-year term until paragraph "B" directors consists of one (1) director with a two-year term and one (1) director with a one-year term.

The elected ex-officio contracted teachers in descending vote order shall choose either a one-year term or two-year term until one teacher has a two-year term and one teacher has a one-year term.

Thereafter, all completed terms are re-elected for a two-year term.

Board Composition shall be in accordance with South Carolina Code of Laws.

Directors shall be elected by a plurality of the cast votes ~~of those attending the annual meeting.~~

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 ~~Three Thousand Dollars (\$3,000)~~ Fourteen Thousand Nine Hundred Dollars (\$14,900) without first obtaining authority from the Board 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 and/or electronically and ratified at the next subsequent meeting.

The Charter School Committee ~~shall serve~~ served as an interim board until the first election ~~is~~ was held at the first Annual Meeting of the members held on November 20, 2002, or three weeks following acceptance and ratification of the charter by the appropriate government authorities as provided by the South Carolina Charter School Act of 1996, as amended, whichever date is last met.

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.

Section 4.4 Board Vacancies. The Board shall fill Board vacancies with qualified candidate chosen by the Selection Committee 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 President, one Vice President, 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 designated annual meeting of the 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 five members. Three (3) of the committee shall be qualified parent members and two (2) of the committee shall be teachers elected at the annual meeting to serve for the ensuing year. The parent or teacher receiving the most votes shall serve as chairperson. The Selections Committee shall meet ~~in bank~~ ~~en banc~~ and, upon a three-fourths vote of all of the committee, nominate to fill Board, Disciplinary Committee, or Selections Committee vacancy as required in event of removal for cause and, when may be required, for the unexpired portion of any term. Nothing herein shall preclude any member from seeking consecutive terms to serve on the Selection Committee.

Section 4.7.2 Disciplinary Review Committee. The Disciplinary Review Committee shall consist of five (5) members. The committee shall be qualified parent members elected at the annual meeting to serve for the ensuing year.

~~The Principal of JICHs shall appoint one (1) non-parent member to the Disciplinary Review Committee who shall serve as an advisor and ex-officio member without a vote.~~

The Disciplinary Review Committee, meeting ~~in bank~~ ~~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 re view.

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, ~~Foreign~~ World Languages, Guidance, Family and Consumer Science, Physical Education, ~~Business and Technology~~ Career and Technology Education, Fine Arts, ROTC, Special Education, and Media; and the Athletic Director, IB Coordinator, Assistant Principals, and the Principal.

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.~~

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:

1. Address all curriculum issues;
2. Advise the Board on budgetary issues;
3. Plan school direction for implementation of learning programs;
4. Conduct initial evaluations of all teacher, administrators, and principal candidates and refer acceptable candidates for Board approval;
5. Create and maintain extra-curricular student programs;
6. Establish school schedules; and
7. Respond to matters delegated to it by the Board.

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. 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.

Section 4.7.5 Other Committees. The President 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 Annual and Regular Meetings of the Board. The annual meeting of the Board shall be held on the first Wednesday of October of each year. 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 President 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, ~~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, 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 a quorum of the Board and Committees shall take place at a meeting open to the public, as provided in the Freedom of Information Act, except in cases where executive sessions are authorized pursuant to the Freedom of Information Act. Generally speaking, and subject to the provisions of the Freedom of Information Act, 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 or 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.

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 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 Meeting. The first Annual Meeting of the members shall be held at the school on November 20, 2002, or three weeks following acceptance and ratification of the charter by the appropriate government authorities as provided by the South Carolina Charter School Act of 1996, as amended, whichever date is last met; thereafter, the Annual Meeting shall be held at the school on the first Wednesday of October of each year. Elections of candidates for the Board of Directors, Selection Committee and Disciplinary Review Board shall take place ~~during the annual meeting on~~ the first Wednesday of October of each year.

Section 4.18 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 4.19 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 4.20 Term of the Charter. This application is for a term of ~~five~~ ten school years with renewal under the procedures as specified in the law.

Section 4.21 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 V - OFFICERS

Section 5.1 Number of Officers. The officers of the Corporation shall be a President, a Secretary, and a Treasurer. The aforementioned officers must be members of the Board of Directors. The officers shall perform such duties as usually pertain to the offices which they hold or as may be assigned to them by the Board.

Section 5.2 Election of Officers. The officers, elected members of the Board of Directors, shall be elected annually ~~at the designated annual meeting of the Board~~ by a plurality of the votes cast and may succeed themselves in office. Each person elected an officer shall continue in office until ~~the next annual meeting~~ the completion of his/her term after his/her election or until his/her successor shall have been duly elected and qualified, or until his/her earlier death, resignation, or removal in accordance with the Bylaws. Vacancies of officers caused by death, resignation removal, or increase in the number of officers may be filled by a majority vote of the Board at a special meeting called for that purpose or at any regular meeting.

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 President 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 telegraph, cable, radio or wireless), 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 VII - 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 IX, 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.

Appendix B

The Curriculum

The school provides remediation for the exit examination. Once all other graduation requirements are met, the student may continue to participate in remediation and retake sections of the test until reaching the age of 21. Students who have met all other graduation requirements but have not passed the exit examination must choose from the following alternatives:

1. in lieu of a S.C. High School Diploma, accept a certificate indicating the number of credits earned and the grades completed;
2. attend remediation in tuition summer school (i.e., payment is required), pass the exit examination and receive a diploma from the home high school;
3. enroll at the home high school as a full-time student (minimum course load of 5 units), including remediation, and retake the exit examination and receive a diploma from the home high school; or
4. accept a certificate, officially withdraw from the home high school, enroll in an adult education center for remediation services, pass the exit examination and receive a S.C. High School Diploma from the high school where the adult education center is based.

To be admitted to retake any section of the exit examination, the student must have attended a minimum of 12 hours of remediation for each section, either through the high school, summer school or the adult education program.

GUIDANCE SERVICES

The guidance department at James Island Charter High School has students as its' first priority. Counselors work with students individually, as well as in groups. Counselors are available to students and parents for academic, social, or personal counseling. Students and parents are encouraged to maintain close contact with their counselor.

Students may obtain passes from their teachers to see a counselor. Parents may call (843) 762-2758 during school hours to make an appointment with the counselor.

GRADE CLASSIFICATION

GRADE 9

In order to be classified as a ninth grade student, the individual must have met the requirements of the Grade 8 Promotion Standard.

GRADE 10

In order to be classified as a tenth grade student, the individual must have completed six (6) units to include:

- one unit in English 1
- one unit in mathematics

GRADE 11

In order to be classified as an eleventh grade student, the individual must have completed twelve (12) units to include:

- one unit in English 1
- one unit in English 2
- two units in mathematics
- one unit in science

In addition, students who do not pass one or more subtests of the S.C. Exit Exam administered in the tenth grade will be put on academic probation until all subtests are passed.

GRADE 12

In order to be classified as a twelfth grade student, beginning with the school year 2000-2001, the individual must have completed eighteen (18) units to include*:

- one unit in English 1
- one unit in English 2
- one unit in English 3
- three units in mathematics
- two units in science

In addition, the student must be enrolled in all other units (required and elective) needed to complete graduation requirements.

*When, based on the student's schedule, it is anticipated that a student will complete graduation requirements by the end of the school year, the student may be placed in a senior homeroom at the beginning of the first semester even if all of the units listed above are not completed.

COURSE LOAD

All students enrolled as regular students in Grades 9-12 in the Charleston County School District must be enrolled in a minimum number of courses or unit equivalents as follows:

Grades 9-11 7 units
Grade 12 5 units'

In cases of extreme hardship, a senior may request in writing to the Associate Superintendent, Division of Student Learning Services, permission for a waiver of the five unit requirement. These requests must flow through the principal for a recommendation. It is not the intent of the school district to grant wholesale approval; only those cases considered a bona fide hardship should be approved.

"School-To-Career Workbased Learning (internship, co-op or apprenticeship) may count as the fifth unit in Grade 12.

KEYBOARDING AND COMPUTER SCIENCE GRADUATION REQUIREMENTS

All students must demonstrate proficiency in keyboarding by either passing the keyboarding proficiency test or successfully completing a keyboarding course. Students will demonstrate computer literacy by successfully completing one unit of computer science. For all Business and Marketing computer courses, keyboarding for a half credit or the equivalent keyboarding skill based on the keyboarding course competencies are a prerequisite.

AH students must earn one unit of credit in computer science. If the student takes a keyboarding course, that course may count as VI of the required unit of computer science. The following courses meet the computer science requirement:

Business Computer Applications 1 and 2
Introduction to Computers
Introduction to Computers in Business Education
AP Computer Science A and B
Keyboarding
Computer Technology 1 and 2
Computer Programming 1 and 2
Desktop Publishing
Multimedia/Web Publishing
Business Computer Mathematics

The following courses may meet the computer science requirement if 90-100% of the course provides hands-on instruction in the operation and manipulation of the computer, the course emphasizes programming and/or integrated software applications, and the course addresses various input/output/storage media and basic computer functions and theory-

Graphic Communications
Drafting (with CAD component)
Computer Repair (electronics)
Networking

The unit of credit applied toward the computer science requirement may not also be used to meet the math requirements or the Tech Prep Completer requirements for graduation.

ATTENDANCE/DENIAL OF CREDIT

Attendance is a requirement for promotion and/or credit. Students must attend at least 85 days of a 90 day course or 170 days of an 180 day course. Credit for any course MAY be denied if a student does not meet these attendance requirements.

Guidelines for Denial of Credit

1. The Principal will conduct an investigation to determine if credit should be denied on the basis of attendance. After receiving the principal's recommendation, the Associate Superintendent will determine if credit will be denied. The Associate Superintendent will promptly approve or disapprove any absences in excess of the limits set above. Approval will be based on, but not limited to:

- lawful vs. unlawful
- circumstances affecting absences
- responsibility demonstrated by parent or guardian and student
- the educational record of the student
- court recommendation, if applicable.

1. The decision of the Associate Superintendent may be appealed to the Constituent Board within five (5) working days by written notice. The Constituent Board will make a review within a reasonable time.

2. The student may appeal the decision of the Constituent Board to the Charleston County School District Board of Trustees by requesting an appeal in writing within ten (10) days of receipt of the decision of the Constituent Board.

By state law, if a student has attended less than 60 hours of a $\frac{1}{2}$ unit course or less than 120 hours of a 1 unit course, credit **MUST** be denied. If absences are excused, the student may be allowed to make up the hours missed in order to satisfy the 120-hour requirement.

SCHOOL TO CAREERS

The purpose of the School-to-Work Transition Act of 1994 is to establish a School To-Careers system to equip all students with relevant academic skills, marketable occupational skills, and appropriate workplace behaviors. The school-to-career options are Youth or Registered Apprenticeship, Shadowing, Cooperative Education (Co-Op), Internship, Mentoring, Service Learning, and Structured Summer Experience.

Learning activities outside of class that are connected with a business are referred to as work-based learning activities.

Students who participate in Youth Apprenticeship, Co-op, and Structured Summer Experience may earn an elective unit of credit if requirements are met.

EXTRACURRICULAR ELIGIBILITY

1. A contestant must furnish the athletic director with a certified copy of his/her birth certificate.
2. A contestant must be under nineteen years of age. (See your principal for exception to this rule.)
3. A contestant must not participate under an assumed name.
4. A contestant must be a bona fide student carrying a full course load for which no previous credit has been received.
5. A contestant must not have received a high school diploma or its equivalent.
6. A contestant must meet all academic requirements as explained below.
7. A contestant must satisfy eligibility requirements in the semester preceding participation.
- B. A contestant will be ineligible at the end of the fourth school year from the time he/she first entered the ninth grade.
9. A contestant must have attended school at least sixty days in the semester immediately proceeding the present semester.
10. A contestant must not practice with, nor participate on, any athletic team other than a team representing his/her school during the school season.
11. A contestant must live with his/her parents or legally appointed guardian and attend the high school of his/her attendance area.

FOUR YEAR COLLEGE BOUND College Admission Factors

Students planning to attend a four-year college should begin considering these factors as early as eighth grade and plan their high school program accordingly.

1. Include in your four-year plan as many college preparatory courses as possible.
2. Realize that your courses should be at the instructional level that helps you reach your potential and prepare for college/career goals.
3. Determine the required courses for your intended college major.
4. Remember that grade point average, class rank, and SAT or ACT scores are all used to determine college acceptance. Entrance requirements vary among colleges. Therefore, you should read college catalogs and talk with college admission counselors concerning specifics for the college(s) in which you are interested.
5. Be aware that extracurricular and leadership activities and/or work experience may also influence your admission.

Choosing the Right College

Your guidance counselor is available to assist you in selecting the right college for you. This process will begin in the ninth grade. During your high school career the following steps should be taken.

1. Evaluate your strengths and abilities. Examine your choice of lifestyle. Utilize sources of information about colleges/careers in guidance and library.
2. Take the PSAT in both your sophomore and junior years. The test will place you on a mailing list for college information. The PSAT in the junior year also serves as the National Merit Scholarship qualifying test.
3. Make a list of schools to investigate, based on your personal goals. Internet and SCOIS are good resources for exploration.
4. Determine requirements for admission and costs for each school on your list.
5. Arrange for college visits. When visiting, talk with admissions counselors and financial aid officers. -.
6. Fine-tune your list.
7. Attend senior conferences with your counselor.

8. Ask for teacher/counselor recommendations.
9. Apply for financial aid or scholarships. Do not rule out smaller private colleges due to costs.

Guidelines for Submitting College Applications

Please follow the procedure outlined below when making college applications.

1. Decide where you will apply.
2. Register for and take SAT (or ACT) in your junior year.
3. Obtain applications for admission (Guidance -ED-OP Day, College Admissions Office)
4. Obtain transcript release form from Guidance.
5. Fill out application completely; staple appropriate fee (check made payable to the college) to the application.
6. BRING APPLICATION AND RELEASE FORM TO GUIDANCE OFFICE SECRETARY. (\$2.00 will be charged for each transcript after the first three).
7. Allow at least five working days for application to be processed.
8. Watch deadlines. It is recommended that all applications be submitted to the guidance office before the Thanksgiving holidays.
9. Students will mail their own applications.

PLANNING FOR COLLEGE

Colleges differ in their admission requirements. It is important, therefore, to decide as early as possible your choices of colleges and arrange your high school program according to their admission requirements. You should write the colleges you are considering for catalogs and study their admission requirements. The Guidance Department has catalogs for most colleges in this area, and will be glad to help you choose your courses. Some colleges specify the high school units you must have. Some do not, but almost all will expect you to have most of your units in the academic curriculum.

COLLEGE PREPARATORY COURSE PREREQUISITE REQUIREMENTS For Public Colleges

FOUR UNITS OF ENGLISH: At least two units must have strong grammar and composition, at least one must be in English Literature, and at least one must be in American Literature. Completion of College Preparatory English I, II, III, and IV will meet this criterion.

THREE UNITS OF MATHEMATICS: These include Algebra I (for which Applied Mathematics may count together as a substitute if a student successfully completes Algebra II); Algebra II, and Geometry. A fourth higher-level mathematics course is strongly recommended. The fourth course should be selected from among Algebra 111/ Trigonometry, Pre-calculus, Calculus, Statistics, or Discrete Mathematics.

THREE UNITS OF LABORATORY SCIENCE: Two units must be taken in two different fields and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry, or physics) or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement.

TWO UNITS OF THE SAME FOREIGN LANGUAGE

THREE UNITS OF SOCIAL SCIENCE: One unit of U.S. History is required; a half unit of Economics and a half unit in Government are strongly recommended.

FOUR UNITS OF ELECTIVES: Four college preparatory units must be taken from at least three different fields selected from among Computer Science, English, Fine Arts, Foreign Languages, Humanities, Laboratory Science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite), Mathematics above the level of Algebra II, and Social Sciences. It is suggested that one unit be in Computer Science, which includes programming (i.e. not just keyboarding) and one unit in Fine Arts (appreciation of, history, or performance).

ONE UNIT OF PHYSICAL EDUCATION OR ROTC

NOTE: Each institution may make exceptions in admitting 1) students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student or 2) students who have taken the Tech Prep (Applied Academics) courses rather than the required college preparatory curriculum described above and who meet all other institutional admissions criteria.

PUBLIC COLLEGES: Clemson University, College of Charleston, Francis Marion University, Lander University, South Carolina State University, The Citadel, University of South Carolina (all-campus), Winthrop University.

*Clemson requires three units of the same foreign language.

Colleges compute GPAs differently. JIHS reports the CPA based on the CCSD weighted scale for students graduating in 2003. The SC Uniform Grading scale will be used for students graduating in 2004 and there after.

NATIONAL TESTING PROGRAMS

SAT-I AND SAT-II

The SAT-I (Scholastic Assessment Test) is a multiple-choice test, with verbal and math sections. Each section of the test has a score range of 200 to 800; thus, the score range for the entire test is 400 to 1600. The verbal portion tests the student's vocabulary, verbal reasoning, and verbal comprehension. The item types tested are analogies, sentence completion, and reading comprehension. Reading comprehension questions comprise approximately half of the questions on the verbal section. The math portion tests the student's ability to solve problems involving arithmetic reasoning, algebra, and geometry. One section of the SAT-I math portion requires students to produce and "grid in" their own answers rather than just select an answer from a set of multiple-choice alternatives. Students are allowed, but not required, to use a calculator. Although a student's high school record is the single best predictor of his potential for success in college, a combination of his high school record and his SAT score is more reliable indicator.

The SAT-II is the new name for the tests formerly referred to as Achievement Tests. Some colleges request that students take one or more of these tests. The SAT-II is given in October, November, December, January, May, and June on the same date and at the same time as the SAT-I. All SAT-II tests are one hour in length; therefore, students may take from one to three of the tests anyone administration of the SAT-I and SAT-II.

Preparing for the SAT-I

All students planning to attend college should enroll in a strong academic program for all four years of high school. This is the best preparation for the SAT.

A student should be aware that, unless he has taken AP, Honors, CP level English and Algebra I and Geometry, he is not prepared to take the SAT. Attempting these tests without this background could be compared to taking a foreign language exam without first studying the language.

Taking the SAT-I

James Island Charter High School suggests taking the SAT-I at least once in the student's Junior year. If the student waits until his senior year, it is strongly recommended that he take the test when it is first given in October. A student may, of course, take the SAT-I anytime he wishes. Information concerning registering for the SAT-I or the SAT-II is found in the SAT guide published by the College Board. A student may obtain one of these guides from the grade level counselor.

ACT

American College Tests (ACT): Some colleges require this examination for admission; however, most colleges accept the SAT or the ACT. The ACT consists of four tests: English, Mathematics, Social Studies and Natural Science. The tests are designed to measure the student's ability to perform the kinds of intellectual tasks required for college students. A fee is charged.

PSAT

The PSAT (Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test) has two primary purposes. It introduces a student to the organization and question types found on the SAT. Students gain test-taking skills and can use their PSAT scores to predict their scores on SAT. The junior year scores are also used in selecting semi-finalists for the National Merit Scholarship awards and the National Achievement Scholarships. Several colleges use PSAT for determining early admissions, and program such as the Governor's School uses them in the selection process.

James Island Charter High School will administer the PSAT in October. The fee will be announced in August.

SELECTION OF HONOR GRADUATES

To be named first or second honor graduate a student must, at a minimum:

- have been enrolled in the school for the entire senior year; and
- « have the highest weighted grade average (2002 and 2003)/highest GPR (2004 and after) in the senior class at the end of the third nine weeks grading period.

In the event two or more students tie, the students would share the honor.

AWARDS

Students in the Charleston County School District may receive the following awards:

1. CCSP Board Scholar Certificate - This certificate is awarded to graduating seniors based on GPA calculated at the end of seven semesters. For the graduating classes of 2002 and 2003, a student must achieve a four-year cumulative, weighted GPA of 95 or better with no rounding up or down. Beginning with the graduating class of 2004, a student must achieve a four-year GPA of 4.25 or better on the South Carolina Uniform Grading Scale with no rounding up or down.

2. Life Scholarship Requirements - Students who meet the following requirements will be eligible to receive a scholarship from the college they attend:

- Must be a South Carolina resident and a United States citizen or permanent resident
- Must be admitted, enrolled, and classified as a full-time, degree seeking undergraduate student in an accredited South Carolina college or university within 2 years and 3 months of high school graduation
- Must NOT be convicted of any felonies or have any alcohol/drug related convictions
- Beginning with the 2002-2003 college freshman class, students also must meet two of the following three criteria:
 1. graduate high school with a minimum cumulative GPA of 3.0 (B) on 4.0 scale calculated after the eighth semester;
 2. have an SAT of 1100 or higher or an ACT of 24 or higher;
 3. be in the top 30% of their graduating class.

Currently, students who qualify receive a scholarship equal to the average tuition at S.C. public colleges and universities each year as long as they continue to meet program requirements while in college. Palmetto Fellows Scholars may not receive Life Scholarships.

PLEASE READ THE FOLLOWING IMPORTANT NOTES:

It is permissible to select a SAT verbal score and math score from different test administrations.

SAT/ACT scores will be accepted through the June test date of the high school graduation year.

The GPA can be calculated on an unweighted 4.0 scale or the uniform grading scale and must be calculated after official completion of courses required for graduation.

The grade point average used to determine LIFE eligibility for students graduating from high school 2002 and 2003 may be based upon the approved policies of the high school. The Uniform Grading Policy must be used exclusively for students graduating 2004 and after.

DISCLAIMER: The information provided above is from the Commission on Higher Education and is based upon the Commission's interpretation of the LIFE Scholarship Program based on the Lottery Education Act signed by the Governor, which will be proposed to the General Assembly. Changes may occur at anytime during the legislative process. The Commission staff will update this information on their website, www.che400.state.sc.us.

3. Palmetto Fellows Scholarship Requirements - Each Palmetto Fellow may receive a scholarship up to \$5,000 annually. To be eligible, the student must meet ALL of the following minimum requirements.

- Score at least 1200 on the SAT or 27 on the ACT.
- Earn a 3.5 GPA on a 4.0 scale at the end of the junior year
- Rank in the top five percent of the class at the end of either the sophomore or junior year
- Be enrolled in a public or private high school or an approved home school program of study
- Be a U. S. citizen or permanent resident who meets the definition of an eligible non-citizen under State residency statutes
- Plan to attend college in South Carolina

ACCELERATED GRADUATION

Accelerated grade placement is an option for the students in Charleston County who are significantly advanced academically and developmentally compared to other children their age and who would benefit by accelerated movement through the Charleston County curriculum. Students will be successful at advanced grade levels under the following conditions:

1. The students have exhibited superior performance in the academic content of earlier grade;
2. The students are functioning on sufficiently high cognitive levels to meet the intellectual challenges of accelerated movement through school; and
3. The students have the social and emotional maturity to behave according to advanced grade-level expectations and to interact constructively with older peers.

To meet the criteria for accelerated grade placement, a student must demonstrate superior abilities in each of the following areas: academic achievement, cognitive development; and social-emotional development. Objective assessments should be collected in each area and should become part of the student's file. The acceleration decision will be based upon the collected data and upon the needs of the individual student.

When a parent seeks an accelerated grade placement for a student, he/she submits a written request, with justification, to the principal. The principal will acknowledge the request and complete the following "steps" within thirty days:

1. Collect all standardized data in the student's permanent record;

2. Collect written statements of teachers' and parents' observations of the social and emotional development, and peer interactions;
3. Conduct an interview with the student and parents; and
4. Use a professional review team, consisting of principal, current teacher, and other appropriate staff, to analyze the information and recommend one of four courses of action—
 - a. The student's needs are met with current instructional strategies
 - b. The student's needs will be met with the implementation of supplemental school-based programs.
 - c. The student's needs will be met with an accelerated grade placement, or
 - d. Additional information is needed for a final decision.

Once the principal has approved the recommended course of action, he/she will meet with the parent(s) to share the decision. The principal's decision is final.

When such approval is granted, the student may take two units of mathematics simultaneously in the second or third year and two units of English simultaneously during the third year in high school. The suggested sequence for acceleration is as follows:

Ninth Grade	-	Honors English 1, Algebra 1
	Tenth Grade	- Honors English 2, Honors Geometry
To accelerate in math the student may also take Algebra 2 OR Probability & Statistics		
	Eleventh Grade	- Honors English 3 and 4

To accelerate in math the student must have earned a total of 4 math units by the end of grade 11 and may take one or two more math courses to graduate early.

A student will not be permitted to circumvent this rule by attending summer school without prior permission from his/her own principal. No credit for any summer school course will be awarded without prior permission. Summer school courses are designed primarily for remediation. As a general rule summer school should be for those students who wish to repeat a level of English or mathematics. Under no circumstances are summer school courses in the core academic areas for those students who have demonstrated superior academic achievement and are pursuing an accelerated program to complete diploma requirements in three years.

Following the accelerated placement, the student will receive the necessary support from the school's guidance counselors and instructional staff.

SUMMER SCHOOL

It shall be the policy of Charleston County School District that summer school is provided as an opportunity for remediation and enrichment. In specific cases described below, summer school courses may also be taken for acceleration. Principals will make the final decision regarding the approval or denial of a request to take a required subject in summer school. Approvals should only be made in accordance with the regulations of Policy 6174; namely:

With the permission of the home school principal, a student shall be allowed to take a required course in summer school provided that the student:

1. has previously failed the course; or
 2. received NC (no credit) due to attendance problems; or
 3. has an approved accelerated education plan; or
 4. has an approved education plan, into which the required subject cannot be scheduled during the regular school year;
- or
5. is able to complete all graduation requirements in the summer session.

A student shall be allowed to take English or mathematics as a new subject in summer school only if (a) he/she has an approved plan to achieve on-time graduation and (b) enrollment is sufficient for the course to be offered.

A student who has completed eight semesters of high school shall be allowed to take one subject as a new course in order to complete graduation requirements provided enrollment is sufficient for the course to be offered.

Students shall be allowed to take a course as a new subject for enrichment or as a required course when it cannot be scheduled routinely into his/her four-year education plan and enrollment is sufficient for the course to be offered (i.e., Physical Education, Driver's Education, keyboarding, or Introduction to Computers).

FOREIGN EXCHANGE PROGRAM

Study Abroad

Charleston County School District students who spend a year studying in a foreign country in an approved exchange program are to be afforded an opportunity to earn credits.

1. The student must obtain prior approval in writing of the home school principal before going abroad.
2. A course of study should be planned that would enable a student to earn credits similar to those earned at the home school. Math, science, some history, foreign languages, and computer courses should be closely associated with our own

offerings. A student may be required to earn his/her English credit on his/her return to CCSD or to turn in work from a pre-approved independent study program equivalent to one unit of credit. United States history, American government, and economics would have to be taken here.

3. A certified transcript from the exchange school would need to be received prior to awarding credit.

4. Attendance periods in foreign countries would have to reasonably approximate our own.

Foreign Exchange Students In CCSD Schools

In as much as the high schools of Charleston County School District receive requests to enroll "foreign exchange" students, the District encourages schools to participate in order for foreign students to be given an opportunity to learn about the United States and its people. It is recognized that in some cases schools may need to limit the enrollment of exchange students because of overcrowding or lack of availability of certain courses.

The following are South Carolina Department of Education and district regulations and guidelines for foreign exchange students:

In order for a student to earn course credits all requirements must be met.

Principals must clearly indicate to the student(s) that the CCSD is not obligated to award a South Carolina High School Diploma and will only do so if all state requirements are met, including passing the Exit Exam.

It is the responsibility of the student to obtain all information needed in order for a school to determine if credits earned from foreign school(s) meet state standards.

If a student has already completed the equivalent of a diploma in their country, they are not eligible for a South Carolina High School Diploma and may be prohibited from enrolling in a CCSD high school at the discretion of the principal.

if a student is a senior at his/her home school, he/she may be recognized as an honorary member of the CCSD graduating class and can participate in commencement exercises as a non-diploma student.

CCSD schools must furnish a certified transcript showing credits earned to the student's home school upon request.

Foreign students, who are not sponsored by a student exchange program and are not living with their parent or legal guardian, must provide specified documents and pay tuition to the District in order to obtain an 1-20 form. An 1-20 form is required in order for the student to acquire an F-1 Student Visa. Student visas are acquired prior to the student entering the United States. Only the District's "designated school district official" approved by the Immigration and Naturalization Service can issue 1-20 forms. At the current time, 1-20 applicants should be directed to contact Martene Seaborn at 937-6406.

Additionally, certain limitations and requirements are in affect for students on a F-1 visa.

The F-1 visa is only issued to high school students.

Students may only attend school in the United States of one year (12 months). The number of months can not legally be extended beyond one year.

No alien may be issued a F-1 visa in order to attend a publicly-funded adult education program.

Similar to accepting foreign exchange students, in some cases schools may need to limit the number of foreign students due to overcrowding or a lack of availability of courses. School personnel must make every effort to communicate this possibility when contact is made by interested students/parents.

GRADING POLICY, GRADE **RATIO** AND **CLASS RANK**

Grade Changes

Grades can only be changed on a grade card, transcript, or permanent record if the Post-Marking Period Grade Chance form is used, the form contains all required signatures, and the form is filed in the student's permanent record.

For students graduating 2004 and after...

As required by state law, the new South Carolina Grading Scale is in effect for students graduating in 2004 (typically freshmen and sophomores) and all subsequent graduating classes.

Letter	South Carolina Uniform Grading Scale
A	93-100
B	85-92
C	77-84
D	70-76
F	69 or below

All grades will be interpreted for all purposes using the new Uniform Grading Scale. Numerical grades will appear on the report card.

A student enrolled in more than the minimum number of courses may withdraw if circumstances warrant, provided the course is an elective. If a student withdraws from a course with a passing grade after the 1st day of a 180-day course, the 5th day of a 90-day course, or the 3rd day of a 45-day course, a grade of 62 will be posted and included in the student's grade point ratio (GPR). The grade penalty for late withdrawal does not apply in cases in which the school administration

cancels a course or initiates other schedule changes, If a student withdraws with a failing grade below 62, the earned grade will be posted.

If a student retakes a course in which a D or F has been earned within the same academic year or no later than the next academic year, all grades for the course will be included in the student's GPR with one exception: students may retake a middle school Carnegie unit in 9th grade and, no matter what grade was earned in middle school, the freshman grade will appear on the transcript whether it is higher or lower.

Honors credit may be earned only for courses, which have published syllabi, which establish higher standards. Honors credit may be awarded at all levels of English, math, science, and social studies but only for the 3rd and 4th Carnegie unit in a course sequence in other content areas.

S.C. Uniform Grading Policy Weights for Class Rank, Life Scholarship Qualification and all other purposes. (See table)

Honors/Dual Credit/pre-IB' - add .5 quality points

Advanced Placement (AP)/International Baccalaureate (IB)' - add 1.0 quality point

GPR - calculated as an average of quality points

The formula will yield the student's GPR, which can then be ranked from highest to lowest rank in class. The GPR will be calculated to four decimal places. All diploma candidates will be included in the ranking. Students who tie for a rank will share that rank.

'An IB program is currently offered at James Island Charter High School.

Grade Point Conversion Table
South Carolina Uniform Grading Policy

<u>Average</u>	<u>Grade</u>	<u>College Prep Tech Prep</u>	<u>Honors</u>	<u>Advanced Placement/ International Baccalaureate</u>
100	A	4.87	5.37	5.87
99	A	4.75	5.25	5.75
98	A	4.62	5.12	5.62
97	A	4.50	5.00	5.50
96	A	4.37	4.87	5.37
95	A	4.25	4.75	5.25
94	A	4.12	4.62	5.12
93	A	4.0	4.50	5.00
92	B	3.87	4.37	4.87
91	B	3.75	4.25	4.75
90	B	3.62	4.12	4.62
89	B	3.50	4.00	4.50
88	B	3.37	3.87	4.37
87	B	3.25	3.75	4.25
86	B	3.12	3.62	4.12
85	B	3.00	3.50	4.00
84	C	2.87	3.37	3.87
83	C	2.75	3.25	3.75
82	C	2.62	3.12	3.62
81	C	2.50	3.00	3.50
80	C	2.37	2.87	3.37
79	C	2.25	2.75	3.25
78	C	2.12	2.62	3.12
77	C	2.00	2.50	3.00
76	D	1.86	2.36	2.86
75	D	1.72	2.22	2.72
74	D	1.57	2.07	2.57
73	D	1.43	1.93	2.43
72	D	1.29	1.79	2.29
71	D	1.14	1.64	2.14
70	D	1.00	1.50	2.00
69	F	.87	1.37	1.87
68	F	.75	1.25	1.75
67	F	.62	1.12	1.62
66	F	.50	1.00	1.50
65	F	.37	.87	1.37
64	F	.25	.75	1.25
63	F	.12	.62	1.12

0-62 F 0.00 0.00 0.00

Grade Point Ratio will be calculated using the following formula with no rounding:

$$\text{GPR} = \frac{\text{sum (quality points x units attempted)}}{\text{sum of units attempted}}$$

EXAMPLE:

STUDENT A	Grade	Quality Points	Unit
English 1 CP	91	3.75	1.0
Algebra 1 CP	87	3.25	1.0
Physical Science CP	94	4.12	1.0
World Geography Honors	83	3.25	1.0
Physical Education CP	92	3.87	0.5
French 1 CP	84	2.87	1.0
		Sum	5.5

COMPUTATION: $3.75 \times 1 = 3.75$
 $3.25 \times 1 = 3.25$
 $4.12 \times 1 = 4.12$
 $3.25 \times 1 = 3.25$
 $3.87 \times 0.5 = 1.935$
 $2.87 \times 1 = 2.87$
St/M = $19.175/5.5 = 3.4863636$

NOTE: If a student transfers from one section to another of the same course where different weights are assigned (e.g., from Honors Algebra 2 to CP Algebra 2), the weight assigned to the grade shall be the weight for which the course is completed; partial weights can not be assigned.

FOR STUDENTS GRADUATING IN 2002 AND 2003

The new South Carolina Grading Scale will not go into effect for student graduating in 2002 or 2003 (typically seniors). These students will continue to receive grades using the previous CCSD grading system.

Letter	CCSD Grading System
A	90-100
B	80-89
C	70-79
D	
F	69 or below

All determinations of GPR, class rank, and Life Scholarship eligibility will be based on the CCSD grading system. Numerical grades will appear on the report card.

A student enrolled in more than the minimum number of courses may withdraw if circumstances warrant provided the course is an elective. If a student withdraws from a course with a passing grade, a grade of WP will be posted. If the student receives no credit due to absences, an NC will be posted. In either case, the course will not be included in the student's GPR.

A student may retake a course at the same difficulty level in which an F has been earned earlier. Only the passing grade will be included in the GPR.

Honors credit may be earned for any course designated as honors during the 1999-2000 school year

CCSD Grading System Weights for Class Rank,
Honors courses - multiply numerical grade by 1.2
AP courses - multiply numerical grade by 1.3

The formula will yield the student's average weighted grade, which can then be ranked from highest to lowest rank in class. Computations will NOT be rounded. All diploma candidates will be included in the ranking. Students who tie for a rank will share that rank.

EXAMPLE:

STUDENT A	Numeric Grade	Weighted Grade
English I CP	91	91
Algebra I CP	87	87
Physical Science CP	94	94

World Geography Honors	1	S3	1	X 1.2 = 99.6	1
Physical Education CP	1	92	1	92	1
French 1 CP	1	**	1	84	1

CALCULATION:

Find the sum of the weighted grades.

Sum a 547.6

Divide by the number of courses:

547.6 = 91.266667*Weighted GPA

S

The result of this calculation will be translated to a 4.0 scale equivalent using the following table:

Weighted GPA	4.0 Scale Equivalent
100+	5.1
100	5.0
99	4.9
98	4.8
97	4.7
96	4.6
95	4.5
94	4.4
93	4.3
92	4.2
91	4.1
90	4.0
89	3.9
88	3.8
87	3.7
86	3.6
85	3.5
84	3.4
83	3.3
82	3.2
81	3.1
80	3.0
79	2.9
78	2.8
77	2.7
76	2.6
75	2.5
74	2.4
73	2.3
72	2.2
71	2.1
70	2.0

TRANSFER STUDENTS

High school schedules and course offerings vary from high school to high school both within Charleston County School District and from district to district. Parents and students are cautioned that it may not be possible to transfer all credits for courses in progress from one school to another if the student transfers during the middle of a school year. The difficulty in transferring credit increases if the move occurs during the semester. Every effort will be made by the receiving high school to evaluate a student's transcript and move the student into the schedule with minimal disruption to the student's plan of study.

When transcripts are received from out of state or from private schools within South Carolina that do not use the South Carolina Uniform Grading Scale, the following process will be used to transfer the grades into the student's record:

1. If numerical grades are provided, they will be transferred as recorded and interpreted using the South Carolina Uniform Grading Scale.
2. If letter grades are provided, they will be translated to numerical grades as follows:
A=96; B=88; C=80; D=73; F=65.
3. Grades lower than 70 from another school, which are indicated as passing grades, will be converted to a 73 numerical grade.

4. A grade of P (passing) from another school would be converted to a numerical grade based on information secured from the sending institution as to the approximate value of the P. The receiving school will make the final determination regarding the conversion of a grade of P to the uniform grading scale.

TRANSFER STUDENTS FROM OUT OF CCSD

When a student transfers into CCSD, the guidance staff at the school analyzes the transcript. Most courses will be comparable to courses offered in CCSD; SASI course numbers may be used when entering the data from the transcript. Follow the directions below to assign transfer numbers and grade weights.

HIGH SCHOOL TRANSFER CREDITS PROCEDURES

TRANSFER COURSE DESCRIPTION	ACTION
1. Course is from a S. C. public school (including innovative/pilot courses approved for that school)	Transfer as documented, including grade weight (e.g., honors, AP, IB).
2. Course is from an accredited private or out-of-state public school, approximates a SASI course description and is eligible for honors weight within SASI system	Assign SASI number for approximate course; assign weight as documented on sending transcript
3. Course is from an accredited private or out-of-state public school and approximates a SASI course description but is NOT eligible for honors weight in the SASI system (e.g., French 1, Algebra 1).	Assign SASI number for approximate course; do not award honors weight
4. Course is from an accredited private or out-of-state public school but does NOT approximate a SASI course number (e.g., religion, Texas history).	Assign a number based on the SASI system as an elective course. Do not award honors weight
5. Course is from a non-accredited school or home schooled without the benefit of an accredited organization.	At the school's discretion, you may review the syllabus, text and student work and/or you may administer a test to determine whether or not credit will be awarded.

In all transfers when a student is moving to the next level of instruction (e.g., transferring in French 1 and enrolling in French 2), the school may enroll the student in the higher-level course and, if the student is unsuccessful, move the student back to repeat the transferred course as an audit. The grade transferred in would remain on the student's record. Such decisions should be made only after consultation with the teacher, student and parents.

OVERVIEW OF COURSE OFFERINGS

The High School Program of Studies is designed to provide all students a wide variety of challenging courses in all curricular areas. Schools must prepare students to succeed in the global economy of the 21st century. Students must acquire academic knowledge, technical skills, problem-solving abilities and teamwork techniques. This Program of Studies provides the opportunity for students to prepare for post secondary education or to apply their skills in the workplace. Students select among courses appropriate for their career plans. Career guidance and counseling is provided to all students in assisting them to select courses that will prepare them for future career options.

S. C. End-of-Course Tests After completion of Algebra 1 or Mathematics for the Technologies 2, Biology 1 or Applied Biology 2, English 1, US History, and Physical Science a statewide common exam will be administered on the following schedule:

Algebra 1 Mathematics for the Technologies 2	2002-2003
English 1	2003-2004
Physical Science	2003-2004
Biology 1/Applied Biology 2	2003-2004
U. S. History	2006-2007

The end-of-course test shall be weighted 20 percent in the determination of the student's final grade.

School To Careers

The purpose of the School to Careers program is to establish a system to equip all students with relevant academic skills, marketable occupational skills, and appropriate workplace behaviors. Students who participate in learning activities outside of class that are connected with a business are referred to as work-based learning activities. The work-based learning options are: shadowing, mentoring, internship, service learning, cooperative education (co-op) and youth or registered apprenticeship. Students who participate in an Internship, Co-op, Youth or Registered Apprenticeship may earn an elective unit of credit if requirements are met.

Students may take both the traditional college preparatory courses and college preparatory courses that utilize a tech prep instructional methodology and may move from one pathway of courses to another. South Carolina state colleges and universities are required by state law to accept both college preparatory and tech prep courses for college admission; however, private South Carolina colleges and colleges and universities in other states may or may not accept tech prep courses for college admission. Transcripts and report cards must show the course title and level/type of course taken.

Tech\ Preparatory Courses

Tech Prep courses are courses which build student competence using applied methods of instruction. These courses are equivalent to traditional college preparatory courses in rigor, content and standards; they differ in that they place emphasis on the application of knowledge, problem solving strategies and skills in the use of workplace technology. Students considering post secondary studies in the areas of technology and/or associate degrees and students who plan to enter the workforce after high school graduation will benefit from these courses.

College Preparatory Courses

College Prep courses are offered at two levels in order to meet the differing needs of students. Both levels are designed to prepare students to meet the S. C. Curriculum Standards. CP-A college preparatory courses and Tech Preparatory Courses (Tech Prep) are designed to prepare students for post secondary studies and the workplace using applied methods of instruction. Problem solving strategies and applications relevant to workplace technology and communication will be emphasized. Students planning to seek a four-year college degree, an associate degree, enter the workplace, or the military will benefit from these courses. CP-B college preparatory courses are designed to prepare students for post secondary studies in traditional academic programs. These courses place emphasis on theory, research, problem solving and academic writing skills. Students planning to seek a four-year college degree followed by postgraduate studies and/or a career in a field that is humanities-based will benefit from these courses.

Career and Technology Courses

All students are encouraged to take elective credits in career and technology courses. Students also have the option to complete a career major program. Career and Technology courses offer students the opportunity to learn skills in specific programs leading to a career goal (i.e., accounting, computer technology, business administration, office systems technology, marketing, graphic communications, carpentry, drafting, electricity, electronics, environmental control systems, masonry, plumbing, machine technology, welding, auto collision repair, automotive technology, small engine technology, child care services, cosmetology, culinary arts, health science). Students are given the opportunity for work-based learning for credit in their final level course of their career program. Students who complete at least four Carnegie units within an approved, articulated sequence of Career and Technology courses leading to a career goal and the academic courses required for graduation will receive Career and Technology Program Completer Certificates in addition to their high school diplomas. Students may also earn Technical Advanced Placement (TAP) credit at Trident Technical College for courses completed in high school.

ADVANCED COURSEWORK

The Program of Studies offers Honors, P re-International Baccalaureate, International Baccalaureate, Advanced Placement and Dual Credit courses. Since these courses are more demanding, they receive additional numerical weight in calculating the students' Grade Point Ratios based on the South Carolina Uniform Grading Scale. These courses should not encourage a student to graduate early, but should extend course opportunities at the high school level so that the student is better prepared for advanced studies. Students must meet prerequisites for enrollment in these courses. In some cases, students may wish to enroll in a course for which they do not meet the defined prerequisites. The principal may waive the prerequisites in these exceptional cases after appropriate conferences have taken place with the student, parent(s), teacher(s) and the guidance counselor.

Honors Courses-

Honors courses receive an additional .5 weight on the South Carolina Uniform Grading Scale. Honors courses are intended for students exhibiting superior abilities in the course content area. The honors curriculum will place emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Independent projects are an integral part of the honors curriculum. An honors course must have a published syllabus and textbook or other course materials that document rigor that is sufficiently beyond college prep and tech prep requirements. Honors courses are offered in the following academic areas: English, mathematics, social studies and science. Foreign language and fine arts honors courses may also be designated for courses in which students are earning their third or fourth Carnegie unit in the content area provided.

Pre-international Baccalaureate Courses

P re-International Baccalaureate Courses are offered at schools that have been accepted in the International Baccalaureate Program. These courses are designed to prepare students to pursue the International Baccalaureate Program and receive an additional weight of .5 on the South Carolina Uniform Grading Scale.

The Pre-IB program will prepare students in grades nine and ten to fulfill the requirements of the prestigious IB Diploma in grades eleven and twelve. It is open to highly motivated students who want to be challenged academically. Pre-IB / Honors courses will be offered to ninth and tenth grade students interested in pursuing the IB Diploma. JIHS strongly recommends that students complete one year of Algebra and a Foreign Language prior to beginning Pre-IB.

Students wishing to participate in the Pre-IB Program should contact the IB Coordinator at James Island Charier High School (Deborah Farrell 406-4080).

Dual Credit Courses

Some high schools work collaboratively with colleges to offer college courses to their students. Occasionally, individual students, with the approval of the principal, may receive dual credit for courses taken from a college. Only courses applicable to baccalaureate or associate degrees in arts or in science offered by accredited institutions in South Carolina

may be accepted. Participating students receive high school Carnegie units toward high school graduation and also receive college credit from the cooperating college. Tuition and other college course fees shall be at the expense of the student or his/her parents or legal guardians. A three-hour college course shall transfer as 1/2 Carnegie unit at the high school. These courses receive an additional weight of .5 on the South Carolina Uniform Grading Scale.

With the approval of the principal, students may receive dual credit for correspondence or internet-based courses, but the additional weight of .5 on the South Carolina Uniform Grading Scale will not be applied to these courses.

The Teacher Cadet Program is a college level dual credit course intended for students interested in pursuing a career in education. Opportunities are provided for students to gain factual information about teaching as a profession as well as to observe and experience teaching activities in various school settings.

Advanced Placement Courses

Advanced Placement courses are designed for students ready for college level academic work. This program is operated by a national organization, the College Board, which defines course curriculum, provides teacher training, and administers a national standardized examination for each course. By South Carolina regulation, students enrolled in an AP course funded by the state MUST take the AP test administered by the College Board. Most colleges award college credit to students who earn at least a rating of "3" out of a possible "5" on the examination while others require a score of "4". Some colleges require successful completion of AP courses for admission to the college and do not award credits toward the college degree. Parents and students are advised to check with colleges for details. The student's grade for a high school Carnegie unit will be based on the teacher's course grades and the course grade will receive an additional weight of 1 on the South Carolina Uniform Grading Scale.

International Baccalaureate Courses

International Baccalaureate Courses are offered at schools that have been authorized by the International Baccalaureate Organization. These advanced courses are designed to prepare students to participate in the global economy and place emphasis on global applications of knowledge and skills in the curriculum, foreign languages, and rigorous academic preparation. These students receive an additional weight of 1 on the South Carolina Uniform Grading Scale.

James Island Charter High School is the only school in Charleston County authorized to offer IB Courses and to present candidates for the International Baccalaureate Diploma Program. The award of the IB Diploma requires a minimum of 24 points and coursework and passing scores on examinations in six IB subjects; completion of 150 hours of Creativity, Action, and Service (CAS) activities; a 4,000 word Extended Essay; and the Theory of Knowledge course. According to the International Baccalaureate Organization "a candidate must be registered by an authorized IBO member school at the time of examinations. Each candidate must be in good standing at the school at the time of examinations. A candidate who does not fulfill the requirements for the award of the Diploma will receive a certificate indicating the results obtained in individual subjects. Certificates are not available for the Extended Essay, Theory of Knowledge or CAS." Students enrolled in an IB course funded by the Charleston County School District must complete the coursework and sit for the IB examination or refund the district for expenses incurred on their behalf.

Students wishing to participate in the International Baccalaureate Diploma Program should contact the IB Coordinator at James Island Charter High School (Deborah Farrell/IB Coordinator 406-4080).

SPECIAL SERVICES PROGRAM

Programs for students who need special education are for students who have been through a psychological evaluation and qualified for special services and have a current Individual Educational Plan (IEP).

We currently offer programs for students who are classified as LD (Learning Disabled), OH (Orthopedically Handicapped), PMD (Profound Mentally Disabled), EMD (Educable Mentally Disabled), ED (Emotionally Disabled), VI (Visually Impaired), HI (Hearing-Impaired), and SP (Speech Handicapped). The classroom organization for these programs includes the self-contained classes, the resource room and itinerant services.

COURSE DESCRIPTION

ENGLISH LANGUAGE ARTS

English language arts courses incorporate instruction in the four language arts: reading, writing, speaking, and listening. The study of literature includes interactive reading strategies and student discussion. Writing is taught using a process approach, emphasizing progress in composing, revising, and editing; mechanics and usage skills are reinforced through composition. Increasingly, students learn new applications of the traditional four language arts as they work with computers and multi-media technology.

GRADES

ESSENTIALS OF ENGLISH

This course is designed to aid student performance on required standardized tests. All students who have not met South Carolina standards on BSAP, PACT, or MAT 7 will be scheduled into this class. It will count as elective credit. It does not replace English I.

Course Number 101144	Credit	1 unit elective credit (Does not meet the requirement for English I)
Appropriate Grade Grade 9		

ENGLISH FOR THE TECHNOLOGIES I

This course is a college preparatory course designed for all students whether they are planning to enter the workforce or a post-secondary program for an associate or baccalaureate degree after graduation from high school. The course provides instruction in composition, literature, vocabulary, grammar, and reference skills. Instruction includes a range of writing genres; literary genres; grammar mechanics and usage; speaking, listening, studying, test taking, and use of technology. This course is based on the South Carolina Curriculum Standards for Reading/English/Language Arts, Grade 9.

Course Number 301110CW	Prerequisite	8 th Grade language
Appropriate Grade Grade 9	1 unit	

Credit

COLLEGE PREPARATORY ENGLISH I

This course is designed for students who plan to enter a post-secondary program for a baccalaureate degree in an academic field after graduation from high school. The course provides extensive study of composition skills, vocabulary development, and literary analysis. Course content includes writing creative, personal, and expository pieces as well as research; studying specific literary works and types with an emphasis on structural elements and rhetorical devices; applying rules of standard mechanics and usage; and developing skills in speaking, listening, studying, test-taking, and use of technology. Students will study characteristics of various literary forms. This course is based on the South Carolina Curriculum Standards for Reading/English/language Arts, Grade 9.

Course Number 301120CW	Prerequisite	8* Grade language
Appropriate Grade Grade 9	Credit 1 unit	

HONORS/Pre-IB ENGLISH I

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. Skills strengthened within the course content include writing (creative, expository, persuasive, research), applied grammar (mechanics and usage); literary analysis, criticism, communication, study skills, and uses of technology. Summer reading is required. This course is based on the South Carolina Curriculum Standards for Reading / English / Language Arts, Grade 10 as well as guidelines established by the International Baccalaureate Program.

Course Number 301 1 30PW	Prerequisite	8 Grade language
Appropriate Grade Grade 9	Credit 1 unit	

GRADE 10

ENGLISH FOR THE TECHNOLOGIES II

This course has the same description as English for the Technologies I. This course is based on the South Carolina Curriculum Standards for Reading / English / Language Arts, Grade 10.

Course Number 301210CW	Prerequisite	English
Appropriate Grade Grade 10	1 unit	
	Credit	

COLLEGE PREPARATORY ENGLISH II

This course has the same description as English I (CP). This course is based on the South Carolina Curriculum Standards for Reading / English / Language Arts, Grade 10.

Course Number 301220CW	Prerequisite	English I
Appropriate Grade Grade 10	Credit 1 unit	

HONORS/Pre-IB ENGLISH II

This course is a continuation of preparation for the IB diploma. Honors/Pre-IB is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. Course content includes writing creative, personal, and expository pieces as well as research; literary

analysis and criticism; applying rules of standard mechanics and usage; and refining skills in speaking, listening, studying, test taking, and use of technology. Summer reading is required. This course is based on the South Carolina Curriculum Standards for Reading/English/Language Arts, Grade 10 as well as guidelines established by the International Baccalaureate Program.

Course Number	301230PW	Prerequisite	Honors/Pre IB English 1
Appropriate Grade	Grade 10	Credit	1 unit

GRADE 11

COMMUNICATION FOR THE WORKPLACE III

This course is a college preparatory course; it is taught with applied methodology. The course is designed for students who are planning to enter the workforce or a post-secondary program for an associate or baccalaureate degree after graduation from high school. The course provides instruction in composition, literature, vocabulary, applied grammar, and reference skills. Course content includes writing creative, personal, and expository pieces; studying specific literary works and types; applying rules of standard mechanics and usage; and developing skills in speaking, listening, studying, test-taking, and use of technology. Course study maintains a workplace perspective and may include modules developed for the Communications for the Workplace curriculum. Literature instruction is a study of British writers. This course is based on the South Carolina Curriculum Standards for Reading/English/language Arts, Grade 11.

Course Number	302100TW	Prerequisite	English II
Appropriate Grade	Grade 11	Credit	1 unit

COLLEGE PREPARATORY ENGLISH III

This course is designed for students who plan to enter a post-secondary program for a baccalaureate degree in an academic field after graduation from high school. The course provides extensive study of composition skills, vocabulary development, and literary analysis. Course content includes writing creative, personal, and expository pieces as well as research; studying specific literary works and types with an emphasis on structural elements and rhetorical devices; applying rules of standard mechanics and usage; and developing skills in speaking, listening, studying, test-taking, and use of technology. Literature instruction is a study of British writers. This course is based on the South Carolina Curriculum Standards for Reading/English/language Arts, Grade 11.

Course Number	301300CW	Prerequisite	English II
Appropriate Grade	Grade 11	Credit	1 unit

HONORS ENGLISH III

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. Course content includes writing creative, personal, and expository pieces as well as research; literary analysis and criticism; applying rules of standard mechanics and usage; and refining skills in speaking, listening, studying, test taking, and use of technology. Literature instruction is a study of British writers. Summer reading is required. This course is based on the South Carolina Curriculum Standards for Reading/English/language Arts, Grade 11.

Course Number	301300HW	Prerequisite	English II and teacher recommendation
Appropriate Grade	Grade 11	Credit	1 unit

HONORS / IB ENGLISH III

This course is designed for IB candidates who are seeking to acquire skills in analyzing and interpreting literary selections from a variety of cultures with a diversity of themes. The aim of this course is to prepare candidates for both the oral and written portions of the language A: English HL examination. Close reading of challenging pieces of literature will be correlated with reflective writing assignments that require students to state and defend a point of view. Oral presentations, projects, interpretive readings and debates will also be required. Students will take the IB language A: English HL examination for possible college credit following the completion of this course and IB English IV HL. Summer reading is required.

Course Number	309902 HW	Prerequisite	Honors/Pre-IB English I and II
Appropriate Grade	Grade 11	Credit	1 unit

GRADE 12

COMMUNICATION FOR THE WORKPLACE IV

This course is a college preparatory course; it is taught with applied methodology. The course is designed for students who are planning to enter the workforce or a post-secondary program for an associate or baccalaureate degree after graduation from high school; the course provides instruction in composition, literature, vocabulary, applied grammar, and

reference skills. Course content includes writing creative, personal, and expository pieces; studying specific literary works and types; applying rules of standard mechanics and usage; and developing skills in speaking, listening, studying, test-taking, and use of technology. Course study maintains a workplace perspective and may include modules developed for the Communications for the Workplace curriculum. Literature instruction is a study of world writers. This course is based on the South Carolina Curriculum Standards for Reading/English/language Arts, Grade 12.

Course Number	302200TW	Prerequisite	English III
Appropriate Grade	Grade 12	Credit	1 unit

COLLEGE PREPARATORY ENGLISH IV

Same description as College Preparatory English Hi. Literature instruction is a study of world writers. This course is based on the South Carolina Curriculum Standards for Reading/English/language Arts, Grade 12.

Course Number	301400CW	Prerequisite	English 111
Appropriate Grade	Grade 12	Credit	1 unit

HONORS ENGLISH IV

Same description as Honors English 111. Literature Instruction is a study of world writers. Summer reading is required.

Course Number	301400HW	Prerequisite	English III and teacher recommendation
Appropriate Grade	Grade 12	Credit	1 unit

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION IV/IB ENGLISH IV HL

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. It is an intensive analytical study focusing on world literature. Each student must take the advanced placement examination for possible college credit. Summer reading is required.

This course is also a continuation of IB English III and is for IB candidates who will complete both the oral and written portions of the Language A: English HL examination. IB candidates pursuing a Higher Level (HL) units in IB Language A must register with the IB Coordinator. Student will take the IB Language A: English HL examination for possible college credit.

Course Number	307000AW	Appropriate Grade	Grade 12
Prerequisite	Honors English		

Credit 1 unit; College Credit at most universities for a 3 or above on the AP exam

SUMMER HEADING

HONORS/Pre-IB ENGLISH 1 SUMMER READING

Students participating in the 9th grade Honors/Pre-IB Program are required to read at least two books during summer break. Students are required to read *Siddhartha* by Herman Hesse, but may choose the second selection. Selections must be over 100 pages and may come from any area of interest. In addition to the reading, students are required to complete a writing assignment for each selection. Assignments should be typed and must be given to the teacher on the first day of school.

Assignment #1: In an organized and well-developed essay, discuss the idea of the novel, *Siddhartha*, as a hero quest. Explain what *Siddhartha* learns in each stage of the quest and support your ideas with direct quotations from the novel using page numbers to document each quotation.

Assignment #2: Briefly describe the selection and explain why you chose the novel. Also, choose a quotation from the novel and relate it to the novel's overall theme.

HONORS/PRE-IB ENGLISH II SUMMER READING

Read *Things Fall Apart* by Chinua Achebe. Write an essay comparing Okonkwo and his father Unoka. The essay is due to the instructor on the first day of school, regardless of whether you have English 1st or 2nd term. You may be given a reading test on this novel during the first week of class.

IB ENGLISH III SUMMER READING

Students are required to read *Cry the Beloved Country* by Alan Paton and write a comparative essay (500 word minimum) on the Kumalos and the Jarvises. The essays must be given to the instructor on the first day of school. Students will also take a reading test on the novel during the first week of class.

HONORS ENGLISH III, HONORS ENGLISH IV AND AP ENGLISH

Every study ever done shows that readers excel. Thus, this summer you are simply to read, anything and everything, the more the better classics, romance, science fiction, fantasy, biography, and history, whatever.

Minimum? Five books that you have not previously read.

Maximum? None, but do not turn in more than 10 responses. For those of you, who do read more than 10 books, turn in a sheet of paper with the title, author, number of pages, and (next to those titles you really enjoyed) a smiley face.

For each reading, type our responses (in paragraph [essay] form) to the following questions (no more than one page per book, double spaced, normal font size).

1. What prompted you to read the book
2. If you liked the book, what especially appealed to you? If you didn't like the book, why not? (be specific).
3. Would you recommend this book to a friend? Why? Why not? (try not to repeat your response to #2).
4. Choose one quotation, line, or phrase from the book that you think best illustrates or represents the book. Give the page number the quotation or line comes from, and then explains in a few sentences why you chose it.

The assignment is due the first day of school, even if you are in a 2nd term class.

*IB English IV students will be working on their extended essay and their English World Literature essays and therefore they are not required to complete this assignment.

ENGLISH DEPARTMENT ELECTIVES

Students enrollment will determine whether or not these courses will be offered

CREATIVE WRITING

This course is designed for students of average and above average verbal ability who are highly motivated to improve writing skills. Course requirement includes journal writing, recollections, poetry, drama, and fiction. Students will be required to be self-directed on Independent projects and be able to work in small groups revising and editing. The school literary magazine is the final product of the class.'

Course Number 303200CW
Appropriate Grade Grade 9-12

Prerequisite
Credit

B or higher in preceding English class
1 unit

JOURNALISM I

This course is designed for capable career or college-bound students who are interested in an opportunity to gain competence in journalism. Students should be of average or above verbal ability. Students need to enjoy writing and interviewing.

Course Number 305000CH (1/2 unit); 305000CW (1 unit)

Appropriate Grade Grade 10,11 or 12

Prerequisite One year of CP or higher English and permission of Newspaper Advisor

Credit 1/2 or 1 unit

JOURNALISM II

This course is designed for capable career or college-bound students who are interested in an opportunity to increase competence in journalism.

Course Number 305100CW

Appropriate Grade Grade 11 or 12

Prerequisite Journalism I and permission of Newspaper Advisor

Credit 1 unit

ADVANCED JOURNALISM

This course is designed for capable career or college-bound seniors who are interested in continuing their study of journalism beyond Journalism I and II.

Course Number 309500CW

Prerequisite

Journalism II and permission of

Newspaper Advisor

Appropriate Grade Grade 11 or 12

Credit

1 unit

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NEWSPAPER PRODUCTION

This course is designed for students actively involved in the production of a school newspaper. Students should be of average or above verbal ability. Teacher recommendation may be required.

Course Number	305300CW
Appropriate Grade	Grade 11 or 12
Prerequisite	Journalism I or permission of the Newspaper Sponsor
Credit	1 unit

YEARBOOK PRODUCTION

This course is designed for students actively involved in the production of the school yearbook.

Course Number	305400CW
Appropriate Grade	Grade 10, 11 or 12
Prerequisite	Application of selection process required
Credit	1 unit

PAIRED COURSES (The student will be enrolled in both courses.)

PUBLIC SPEAKING

This course is designed for students who exhibit at least an average level of verbal proficiency and who wish to improve their skills in speaking and in the related areas of listening, composing, and reasoning.

Course Number	304000CH	Prerequisite	None
Appropriate Grade	Grade 9-12	Credit	1/2 unit

SUPERNATURAL LITERATURE

This elective is designed to offer students an introduction to the genre of supernatural fiction. Several sub-genres will be examined: the vampire, werewolf, ghost, zombie, and Frankenstein myths. Every culture has tales about these creatures; therefore, the focus of the course will be on what each of these creatures represents to man.

Stories help us deal with the question of what happens to us when we die. Readings will consist of selections from classical and POP literature.

Course Number	309913CH	Prerequisite	None
Appropriate Grade	Grade 9-12	Credit	1/2 unit

SAT PREPARATORY COURSE

This course is designed to help students with the SAT exam. Test-taking techniques as well as practice in the types of questions on the exam will be covered. Course will include nine weeks of math review and nine weeks of English review.

Course Number	379930CH	Prerequisite	Algebra I and Geometry
Appropriate Grade	Grade 10 * 12	Credit	1/2 unit

TEACHER CADET

Sponsored by the SC Center for Teacher Recruitment, the Teacher Cadet Program is recognized as the most effective pre collegiate teacher recruitment program in the country. This course enables students to experience education through school related materials and activities-discussions, readings, guest speakers, field trips, products, presentations, role plays, practicum, and community service. The Teacher Cadet course is based on a three-part curriculum -The Learner, The Teacher, and The School. Students will be paired with master teachers and complete a practicum which they will assist and teach in classrooms on the elementary, middle, or high school level. Eligibility for the course is based on the following; senior; overall B or better average in college-preparatory classes; recommendations from five faculty members; essay; completed application form; interview (optional in some cases).

Course Number	379986 HW
Appropriate Grade	Grade 12

PAIRED COURSES (The student will be enrolled in both courses)

DRAMA I

This course is designed to expose students to the major theatrical periods and to the major dramatic literature and acting styles. Theater and production principles are studied. Independent and group projects are required.

Course Number	452100CH	Prerequisite	None
Appropriate Grade	Grade 9-12	Credit	

DRAMA II

This course is a continuation of Drama I. It is a more in-depth study of the subject. Improvisation and production will be emphasized. Critical analysis of dramatic literature will be included. Independent and group projects are required.

Course Number	452200CH	Prerequisite	Drama 1
Appropriate Grade	Grade 9-12	Credit	1/2 Unit

Beginning with the ninth grade class of school year 1997-98 and thereafter, four units of mathematics are required for graduation with a South Carolina State Diploma. The requirements for entrance to South Carolina public colleges and universities include Algebra I or its equivalent, Algebra II, and Geometry. To become mathematically literate citizens, students are encouraged to enroll in as many mathematics courses as possible.

MATHEMATICS FOR THE TECHNOLOGIES I

This course is designed to develop and refine job-related math skills. This course uses a variety of practical applications of mathematical principles to teach problem solving, data handling, statistics, algebraic formulas, geometry, measurement, and computational skills. The application approach makes the math concepts more relevant and meaningful for students.

Course Number	314100 TW	Prerequisite	Pre-Algebra or 8 th grade Mathematics
Appropriate Grade	Grade 9	Credit	1 unit

MATHEMATICS FOR THE TECHNOLOGIES II

This course continues to develop and refine job related math competencies. The course uses a variety of practical applications of mathematical principles to teach problem solving, data handling, statistics, algebraic formulas, geometry, measurement, and computational skills. The application approach makes the math concepts more relevant and meaningful for students. Upon completion of Mathematics for the Technologies I and II and successfully completing Algebra II, the student may receive a substitute credit for Algebra I.

Course Number	314200 TW	Prerequisite	Mathematics for the Technologies I
Appropriate Grade	Grade 9 or 10	Credit	1 unit

MATHEMATICS FOR THE TECHNOLOGIES III

This course is designed to provide students with a background in geometric concepts and processes. The course uses a variety of practical applications of mathematical principles to teach many concepts, such as shapes in space, patterns in space, and logic.

Course Number	314300 TW		
Appropriate Grade	Grade 10 or 11		
Prerequisite	Algebra I or Mathematics for the Technologies II		
Credit	1 unit		

MATHEMATICS FOR THE TECHNOLOGIES IV

This course focuses on the development of the student's understanding of and ability to apply mathematics to solve real-world problems dealing with probability, statistics, and data analysis. Students are expected to utilize scientific calculators, graphing calculators, and/or computer software throughout the course.

Course Number	314400 TW	Prerequisite	Mathematics (or the Technologies
Appropriate Grade	Grade 11 or 12	Credit	1 unit

COLLEGE PREPARATORY ALGEBRA I

This course is designed to provide students with a strong background in algebraic concepts and processes. Topics to be covered are the concept of a variable, algebraic expressions, and equations; representations of situations and number patterns with tables, graphs, verbal rules, and equations; investigating inequalities and nonlinear equations; use of matrices to solve linear systems; and applications of methods to solve a variety of real world and mathematical problems.

Course Number	411100 CW
Appropriate Grade	Grade 9 or 10
Prerequisite	8 th grade mathematics. Math for the Technologies I, or Pre-Algebra
Credit	1 unit

COLLEGE PREPARATORY GEOMETRY

Geometry is the study of visual patterns. Topics will include shapes in space, patterns in space, measurement in the plane, shapes on the coordinate plane, transformations, and logic.

Course Number	412100 CW	Prerequisite	Algebra I
Appropriate Grade	Grade 9 or 10	Credit	1 unit

HONORS/PRE-IB GEOMETRY

This course is designed to provide mathematically gifted students with a more in-depth geometry course. The topics in College Preparatory Geometry will be enhanced.

Course Number	412100 PW	Prerequisite	Algebra I
Appropriate Grade	Grade 9 or 10	Credit	1 unit

COLLEGE PREPARATORY ALGEBRA II

Algebra II extends the student's knowledge of algebraic concepts and processes. Topics include patterns and properties of numbers, linear equations and inequalities, quadratic equations and relations, functions and graphs, polynomials and polynomial functions, real and complex number systems, exponential functions, and rational expressions and functions.

Course Number	411200 CW	Prerequisite	Geometry
Appropriate Grade	Grade 9-11	Credit	1 unit

HONORS / Pre-IB ALGEBRA II

This course is designed to provide mathematically gifted students with a more in-depth Algebra II course. Several topics will be expanded to include discriminates, graphical solution of nonlinear systems, properties of exponents and logarithms, and graphical properties of $y = a \sin bx$ and $y = a \cos bx$.

Course Number	411200 PW	Prerequisite	Honors/Pre-IB Geometry
Appropriate Grade	Grade 9-11	Credit	1 unit

ALGEBRA III

Algebra III is a program of mathematical studies focusing on the development of the student's ability to understand and apply the study of functions and advanced mathematical concepts to solve problems. The course will include a study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Emphasis is on active participation through modeling, technology lab activities, group activities, and communication in mathematics. Students are expected to use technology including graphing calculators, computers, and data gathering equipment throughout the course.

Course Number	319903 CW	Prerequisite	Algebra II
Appropriate Grade	Grade 10, 11 or 12	Credit	1 unit

PROBABILITY AND STATISTICS

This course is designed to provide students with the study of representing data, regression analysis and scatter plots, probability and probability distributions.

Course Number	414100 CW	Prerequisite	Algebra II
Appropriate Grade	Grade 11 or 12	Credit	1 unit

PRE-CALCULUS

This course is designed for the fourth year of mathematics students who desire reinforcement and extension of concepts from Algebra II and an introduction to calculus. Topics include vectors, limits, polynomial, exponential, and trigonometric functions, and analytic geometry.

Course Number	413100 CW	Prerequisite	Algebra II and Geometry
Appropriate Grade	Grade 11. or 12	Credit	1 unit

IB MATH STUDIES SL

This course is designed for IB candidates with varied backgrounds and abilities. The aim of the course is to expose students to the broad aspects of mathematics and to provide the skills needed to cope with the mathematical demands of our technological society. Emphasis is placed on the study of functions, data analysis, statistics and probability, geometry and trigonometry. Students enrolled in this course will complete an IB Math Studies project and will register with the IB coordinator to take the IB Math Studies (SL) examination for possible college credit.

Course Number	319902 AW	Prerequisite	Honors Algebra II and Pre-Calculus
Appropriate Grades	Grade 11	Credit	1 unit

HONORS/Pre-IB PRE-CALCULUS

This course is designed to provide mathematically gifted students with a more in-depth course. The topics from the college preparatory pre-calculus will be enhanced.

International Baccalaureate (IB) candidates pursuing a Standard Level (SL) unit in IB Math Methods must register with the IB coordinator. In order to complete the requirements for this SL course sequence, students must continue their studies in IB Math Methods.

Course Number	413100 HW	Prerequisite	Honors Pre-IB Algebra
Appropriate Grade	Grade 11 or 12.	Credit	1 unit

PAIRED COURSES The student will be enrolled in both courses!

AP CALCULUS SEMINAR

This honors course is designed for students who plan to take AP Calculus (ABVIB Math Methods SL. Topics include extensions of Pre-Calculus topics. Differential calculus will be covered. Students will begin explorations of integral calculus.

International Baccalaureate (IB) candidates pursuing a Standard Level (SL) unit in IB Math Methods must register with the IB coordinator. In order to complete the requirements for this SL course sequence, students must continue studies in AP Calculus (ABVIB Math Methods SL.

Course Number	319953 HH
Appropriate Grade	Grade 11 or 12
Prerequisite	Pre-Calculus
Credit	½ unit

ADVANCED PLACEMENT CALCULUS (AB)/IB MATH METHODS SL

This course is designed for the mathematically gifted students who expect to enroll in calculus at the college level. This course will follow and enhance the Acorn Book published by the College Board. Each student must take the advanced placement examination for possible college credit.

IB candidate students will also complete a Portfolio and take the IB Math Methods SL examination for possible college credit. Students pursuing IB credit must register with the IB Coordinator.

Course Number	417010 AW
Appropriate Grade	Grade 11 or 12
Prerequisite	AP Calculus Seminar
Credit	1 unit

ADVANCED PLACEMENT STATISTICS

This AP course is designed for any student who has successfully completed Pre-Calculus. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The topics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Important components of this course are the use of technology (both computer and graphing calculator), projects and laboratories, cooperative group problem solving, and writing as a part of concept-oriented instruction and assessment.

Course Number 417110 AW	Prerequisite Pre-Calculus	
Appropriate Grade Grade 12	Credit 1 unit	

DISCRETE MATH

This course is designed to provide students with the study of graph theory, solid decision-making, matrices, recursive techniques, and probability through the use of technology.

Course Number 414200 CW	Prerequisite Algebra	
Appropriate Grade Grade 11 or 12	Credit 1 unit	

MATHEMATICS DEPARTMENT ELECTIVES

ESSENTIALS OF MATH

This course is designed to strengthen basic mathematics skills so that students will experience success in Math for the Technologies I or Algebra I. Based on standardized test scores, students enrolled in Math for the Technologies I will be placed in this course. This course is recommended for any student who has not passed the BSAP.

Course Number 319901 TW	Prerequisite None	
Appropriate Grade Grade 9 or 10	Credit 1 unit	

379930 CH SAT Preparatory Course	
370100 CH Driver Education	

379930 CH SAT Preparatory Course	
340100 CH Family and Community Health	

379930 CH SAT Preparatory Course	
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SAT PREPARATORY COURSE

This course is designed to help students with the SAT I exam. Test taking techniques as well as practice in the types of questions on the exam will be covered. The course will include nine weeks of math review and nine weeks of English review.

PAIRED COURSES (The student will be enrolled in both courses.)

Appropriate Grade Grade 10-12	Prerequisite Algebra I and Geometry	
Credit	1 unit each	

NATURAL SCIENCES

High school science, through a number of separate courses, includes instruction in the content areas of the South Carolina Science Curriculum Standards: Life Science, Earth Science, and Physical Science. Since the major objective of science instruction is to promote scientific thinking, the inquiry strands are integrated into all the science content areas. All science courses in CCSD are laboratory based courses with at least 40 percent of the instructional time being devoted to student-centered laboratory experiences as per Strand I: Inquiry in the SC Science Standards, grades 9-12. A sound grounding in science strengthens many of the skills that people need to use every day, such as solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning.

Although only three science courses are required for graduation with a South Carolina State Diploma, the Department of Education recommends four courses because students need the foundational skills of physical science to be successful in all other science courses. College bound students are required to take three units of laboratory science. Two units must be taken in two different fields and selected from among Biology, Chemistry, or Physics. The third unit may be from the

same field as one of the first two units (Biology, Chemistry, or Physics) or from Environmental Science with Laboratory, Earth Science with Laboratory or Marine Biology with Laboratory for which Biology and/or Chemistry is a prerequisite. Courses in Earth Science, General Physical Science, Integrated Science, or General Environmental Science for which Biology and/or Chemistry is not a prerequisite will not meet this requirement.

Beginning with the 2003-2004 school year, End of Course Exams will be administered to all students who enroll in Physical Science, and/or students who complete both Biology I or Applied Biology I and II.

Suggested Sequence of Science Courses

Tech Prep/College Preparatory (CP-A)

Students entering the workforce upon graduation of going to a technical school, should enroll in these courses in this order Physical Science, Applied Biology I, Applied Biology II (or Chemistry for the Technologies or Physics for the Technologies I; Students who complete Physical Science, Applied Biology I and II are eligible to take several science electives.

Science electives: Environmental Science, Marine Science, Earth Science, Biology II, Chemistry for the Technologies, Physics for the Technologies.

Students in a Tech Prep Path planning to attend a four-year college or university should check with the particular institution concerning admission requirements.

College Preparatory (CP-B)

Physical Science

Biology I

Chemistry I or Honors Chemistry or Chemistry for the Technologies or Physics for the Technologies

AP Biology, Biology II, Honors Physics

AP Chemistry

Science electives: Environmental Science, Marine Science, Earth Science, Integrated Science, Biology II

INTEGRATED SCIENCE

This course is designed for students who have not mastered the science concepts and inquiry skills needed for CP Physical Science. The teacher will assess a student's understanding of key life, earth, and physical science concepts and design classroom instruction to meet the needs of the student. This course does not replace Physical Science.

Course Number	321100 CW	Prerequisite	8th grade science and math
Grade 9	Credit	1 unit	Appropriate Grade

PHYSICAL SCIENCE

Physical Science is designed to serve as a foundation course for other high school sciences. This course is a study of pre-chemistry principles (matter, atomic structure and periodic table, and chemical bonds and reactions with some nuclear chemistry) and pre-physics principles (forces and motion, energy and electricity, wave characteristics and behavior including electromagnetic/sound/light waves) as given in the SC Science Standards. Meaningful laboratory investigations are an integral part of this course so that the student may grasp an understanding of the experimental nature of science. Emphasis will be placed on problem solving, the development of critical thinking skills, and application of mathematical concepts. Skills for this course are correlated with skills taught in Applied Math or Algebra I. This course serves as a background for Biology I, Applied Biology I and II, Chemistry I, and Physics I and explores careers in science and technology. An end-of-course exam will be given (2003-04). A science fair project may be required.

Course Number for CP-A	321101 CW	Prerequisite	8th grade math
Appropriate Grade	Grade 9	Credit	1 unit
Course Number for CP-B	321102 CW	Prerequisite	8th grade math
Appropriate Grade	Grade 9	Credit	1 unit
Course Number for Honors	321103 HW	Prerequisite	Algebra I and/or teacher recommendation
Appropriate Grade	Grade 9	Credit	1 unit

CP-A APPLIED BIOLOGY I

Applied Biology I is a laboratory course that emphasizes problem-solving, decision making, critical thinking, and applied learning. Students explore the concepts and principles of biology and apply these concepts and principles to issues in the workplace, in society, and in personal experiences. Concepts developed in Applied Biology I include: the cell, matter, energy and organization, and the molecular basis of heredity. Investigative, hands-on lab activities that address the high school Strand t: Inquiry Standards are an integral part of this course.

Applied Biology I is designed to be both academically rigorous and realistic for students pursuing technical careers and for students planning to continue their education at the technical or collegiate level. Students wishing to pursue a career in health and/or industrial fields should be encouraged to complete a two-year sequence of Applied Biology. Instructors are encouraged to work with occupational instructors and local business/industry to incorporate career and technology applications of life science.

Course Number	322600 TW	Prerequisite	Physical Science
Appropriate Grade	Grade 10	Credit	1 unit

CP-A APPLIED BIOLOGY II

Applied Biology II is a laboratory course that emphasizes problem solving, decision-making, critical thinking, and applied learning. Applied Biology I and II are presented as two-year consecutive, sequential courses that meet the state's life science standards. Students explore the concepts and principles of biology and apply these concepts and principles to issues in the workplace, in society, and in personal experiences. Concepts developed in Applied Biology II include: biological evolution, interdependence of organisms, and behavior and regulation. Investigative, hands-on lab activities that address the High School Strand I: Inquiry Standards are an integral part of this course. Students who complete Applied Biology II will be eligible to take the SC End-of-Course Exam for Biology I.

Applied Biology II is designed to be both academically rigorous and realistic (or students pursuing technical careers and for students planning to continue their education at the technical or collegiate level. Students wishing to pursue a career in health and/or industrial fields should be encouraged to complete a two-year sequence of Applied Biology. Instructors are encouraged to work with occupational instructors and local business/industry to incorporate career and technology applications of life science.

Course Number	322700 TW	Prerequisite	Applied Biology 1 and Mathematics for the Technologies 1
Appropriate Grade	Grade 10 or 11	Credit	1 unit

CP-B AND Pre-IB/HONORS BIOLOGY I

This introductory laboratory-based course is designed to give students a sound background in the major biological concepts. It builds on the chemical principles learned in physical science. Topics include: the cell; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization in living systems; and behavior and regulation. There are also opportunities for independent exploration of topics such as human biology, taxonomy, botany and zoology depending on teacher and student interest. Laboratory activities provide numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through investigative, hands-on lab activities. A science fair project may be required. This course prepares students (or the End-of-Course Exam in Biology.

Course Number for CP-B	322100 CW
Course Number for Pre IB/Honors	322100 PW
Prerequisite	Physical Science
Appropriate Grade	Grade 9 or 10
Credit	1 unit

CP-A PHYSICS FOR THE TECHNOLOGIES 1

This course is designed to teach students the physics concepts, which form a basis for today's high technology. Students will receive instruction and laboratory experiences in the application of technological principles. During the first year the principles of force, work, rate, and energy are taught as they relate to mechanical systems, fluid systems, thermal systems, and electrical systems, as well as the mathematical concepts behind them. This course in applied physics is for students who plan careers as technicians or who want to keep pace with the advances in technology. It is designed to be both academically rigorous and practical for students planning technical careers. For NCAA certification, units 1-7 must be taught.

Course Number	324300 TW
Prerequisite	Physical Science, Algebra I or Math I or Technologies I and II or enrolled in Algebra II
Appropriate Grade	Grade 10, 11 or 12
Credit	1 unit

CP-B EARTH SCIENCE

This course is an in-depth study of earth-space science concepts for students with a background in Biology 1 and/or Chemistry 1. The major topics correlated with the SC Science Standards such as: energy in the Earth system, geochemical cycles, and the origin and evolution of the Earth system and the universe. Students will use a textbook plus current information from earth-space explorations. Appropriate inquiry, current research, and laboratory experiences will be integrated in the course.

Course Number 326500 CW
Appropriate Grade Grade 11 or 12

Prerequisite
Credit

Biology 1 and Chemistry I or Physical Science
1 unit

CP-B ENVIRONMENTAL STUDIES

This course deals with a study of the principles of ecology and the impact of humans on the environment. Students investigate environmental concerns, plan and conduct investigations, and use problem-based learning strategies, and apply life, earth, and physical science concepts from the South Carolina Science Standards to studies of the environment. A science fair project may be required.

Course Number
Appropriate Grade

326100 CW Prerequisite Biology I and Chemistry I or Physical Science
Grade 10,11, or 12 Credit 1 unit

CP-B AND HONORS MARINE SCIENCE

This environmental science course is designed to meet the needs of the student who wishes to obtain an in-depth awareness of coastal and marine systems. The course will include a study of the physical, chemical, and geological aspects of oceanography, marine biology, the coastal environment, and the interrelationships among the disciplines. Instructional strategies include: inquiry-based laboratory and field experiences, speakers, and projects. A science fair project may be required.

Course Number for CP-B

322500 CW

Course Number for Honors

322500 HW

Prerequisite for CP-B

Physical Science, Biology I or Applied Biology I and II

Prerequisite for Honors

Chemistry and Biology

Appropriate Grade

Grade 12

Credit

1 unit

CP-B AND HONORS CHEMISTRY I

This course provides an introduction to major chemistry principles and builds on concepts introduced in Physical Science. Through well-designed laboratory experiences students will master concepts, use problem-solving skills, and apply them to real-world situations. Topics include: chemical safety, atomic theory, the periodic system, chemical reactions and stoichiometry, gas laws, solutions and solubility, calorimetry, acid/base chemistry, and organic chemistry. Investigative, hands-on lab activities that address the SC Inquiry Standards are an integral part of this course. A science fair project may be required. Honors Chemistry I prepares a student for Advanced Placement Chemistry through an in-depth study of the sequential development of major principles with emphasis on a quantitative approach to problem solving, library research and extensive laboratory experiences.

Course Number for CP-B

323102 CW

Course Number for Honors

323103 PW

Prerequisite for CP-B

Physical Science and Algebra 1 or Math for the Technologies 1 and 2

Prerequisite for Honors

Algebra 2, Pre-Calculus or concurrent enrollment in Pre-Calculus

Appropriate Grade

Grade 10, 11 or 12

Credit

1 unit

HONORS PHYSICS I

This course presents a conceptual approach to physics and stresses the understanding of the application of physical phenomena such as mechanics, momentum, energy, heat, motion, optics, electricity, magnetism, waves, sound, and light. Problem solving is encouraged by the use of relevant physics materials and inquiry-based laboratory activities. The honors level for this course emphasizes a mathematical approach with extensive laboratory experiences, research, and projects. A science fair project may be required.

Course Number

324100 HW

Prerequisite

Pre-Calculus or concurrent enrollment in Pre-Calculus or AP Calculus

Appropriate Grade

Grade 11 or 12

Credit

1 unit

CP-B BIOLOGY II

This course is a sequel to Biology I for students who plan to major in biology or medical sciences in college. It includes an integrated study of the human body systems. Additional emphasis is placed on understanding biological topics such as biochemistry, cell structure and function, genetics, growth and development, behavior, and evolution, in the context of the human body. Laboratory study is an integral part of this class. A science fair project may be required.

Course Number
Prerequisite

322200 CW
CP Biology

Credit

1 unit

Appropriate Grade Grade 11 or 12

IB y ADVANCED PLACEMENT BIOLOGY

A college level course of biological principles for highly motivated students, Advanced Placement Biology includes an in-depth study of the cell, biochemical patterns of life, biochemistry, genetics, anatomy and physiology, botany, growth and development, ecology, and evolution. The class meets for one block the entire year for lecture, laboratory, and enrichment programs. A science fair project may be required. Each student must take the advanced placement / IB examination for possible college credit.

IB candidates pursuing a Higher Level (HL) unit in IB Biology must register with the IB Coordinator and take the IB examination.

Course Number	327200 AD
Prerequisite	Biology I and Chemistry I with teacher recommendation
Appropriate Grade	Grade 11 or 12
Credit	2 units

IB / ADVANCED PLACEMENT CHEMISTRY

This two period course is designed for students who plan to pursue a career in science. Emphasis is placed on a theoretical, practical, and quantitative approach to chemistry principles with extensive laboratory experimentation. Topics include atomic, kinetic, and acid-base theory, chemical equilibrium, electrochemistry and chemical thermodynamics. Each student must take the advanced placement examination for possible college credit. A science fair project may be required.

IB candidates pursuing a Standard Level (SL) unit in IB Chemistry must register with the IB Coordinator and take the IB examination for possible college credit.

Course Number	327300 AD
Prerequisite	Honors Chemistry I with teacher recommendation; Pre-Calculus or concurrent enrollment in Pre-Calculus or AP Calculus
Credit	2 units

CP-A CHEMISTRY FOR THE TECHNOLOGIES

This course is designed to prepare students for employment in the chemical and chemical-related industries in South Carolina after students have received additional training in a technical college level. The chemistry concepts in this course are relevant to industrial applications. The knowledge and skills a high school graduate needs for useful employment in the chemical industry include: stoichiometric proportions, density, material balances, heats of reaction, rates of reaction, polymerization, analytical chemistry procedures, nature of solvents, acids and bases, principles of extraction, crystallization, filtration, distillation, and chemical safety and environmental control techniques. Lab activities emphasize, problem solving, decision-making, critical thinking, and applied learning. Technology is an essential component of this applied course and student research should involve the use of computers, calculator-based probe interfaces, and software for data analysis as is done in industry. It is designed to be academically rigorous and prepare students to pursue technical careers.

Course Number	323600 TW
Prerequisite	Physical Science and Algebra I or Math for the Technologies I and II
Appropriate Grade	Grade 10, 11 or 12
Credit	1 unit

"SOCIAL STUDIES

To receive a South Carolina High School Diploma, students must earn three units in social studies including courses in U.S. History, American Government, Economics, and one social studies elective. College bound students are encouraged to take as many social studies courses as possible. There are no prerequisites for any course; however, it is recommended that students take Global Studies I in the ninth grade, Global Studies II in the tenth grade, U.S. History in the eleventh grade, and American Government and Economics in the twelfth grade.

COLLEGE PREPARATORY GLOBAL STUDIES I FOR THE TECHNOLOGIES

This course gives students a basic understanding of world geography and world history from the time of earliest civilization through the Renaissance and is designed to complement English for the Technologies I. Students will study the political, economic, cultural, and social events that shaped the world in their geographic context. Students will create individual and group projects throughout the course and develop their writing skills. All students should strongly consider taking Global Studies II as a sequel to Global Studies I.

Course Number	331001 CW	Prerequisite	None
Appropriate Grade	Grade 9	Credit	1 unit

COLLEGE PREPARATORY GLOBAL STUDIES I

This college preparatory course is designed to give students a basic understanding of world geography and world history from the time of earliest civilization through the Renaissance. Students will study the political, economic, cultural, and social events that shaped the world in their geographical context. Students will create individual and group projects throughout the course and develop their writing skills. All students should strongly consider taking Global Studies II as a sequel to Global Studies I. This course is strongly suggested for students who are college bound.

Course Number	331002 CW	Prerequisite	None
Appropriate Grade	Grade 9	Credit	1 unit

COLLEGE PREPARATORY GLOBAL STUDIES II FOR THE TECHNOLOGIES

This course is a sequel to Global Studies I and is designed to complement English for the Technologies II. It gives students a basic understanding of world geography and world history from the Renaissance to the present. Students will study the political, economic, cultural, and social events that shaped the world in their geographic context. Students will create individual and group projects throughout the course and develop their writing skills.

Course Number	336001 CW
Appropriate Grade	Grade 10, 11 and 12
Prerequisite	None (However, students are strongly urged to take Global Studies I.)
Credit	1 unit

COLLEGE PREPARATORY GLOBAL STUDIES II

This course, essential for all college bound students, covers world history from the Renaissance to the present day and also includes the study of world geography. It is the story of rebels, heretics, explorers and tyrants, the record of Western civilization's transition into the modern world. Additionally, it contains a survey of Asian, African, and Latin American history. Students will not only study the major events of world history but will also examine current world issues and how they relate to events in the past. The main text will be supplemented with primary sources throughout the course which students will be expected to read and analyze. In addition to learning content, students will work on developing their writing skills and will learn to think critically.

Course Number	336002 CW
Appropriate Grade	Grade 10, 11 and 12
Prerequisite	None (However, students are strongly urged to take Global Studies I.)
Credit	1 unit

HONORS/Pre-IB WORLD HISTORY

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. The course covers all periods of world history with equal emphasis placed on political, economic, cultural and social history from the time of the first civilizations through the modern era. Students will write extensively and develop individual and group projects through the course.

Course Number	331003 PW	Prerequisite	None
Appropriate Grade	Grade 9	Credit	1 unit

ADVANCED PLACEMENT EUROPEAN HISTORY

This is a college-level course directed to academically capable tenth, eleventh, or twelfth grade students who have exceptional interest in history, independent research, and writing. It covers the history of Europe from the Renaissance to the present. Students enrolled must be able to analyze primary sources including letters, documents, maps, graphs, tables, and photographs. They are expected to write clearly and precisely. Independent research and outside reading are course requirements. Each student must take the advanced placement examination for possible college credit. This course is required for 10th grade Pre-IB students.

Course Number	337600 AW	Prerequisite	B average
Appropriate Grade		Grade 10-12	Credit
			1 unit

COLLEGE PREPARATORY U.S. HISTORY AND CONSTITUTION FOR THE TECHNOLOGIES

This course teaches students the basic historical concepts and facts needed to understand the history of our country and is designed to complement English for the Technologies II. The course covers events and topics on political, economic, social, and cultural history from the earliest settlements to contemporary times. Students will develop individual and group

projects throughout the course and develop their writing skills. This course is recommended for those students taking Tech Prep level English. Those students taking CP level English should sign up for CP US History.

Course Number	332001 CW	Prerequisite	None
Appropriate Grade	Grade 11	Credit	1 unit

COLLEGE PREPARATORY U.S. HISTORY AND CONSTITUTION

This course is designed to teach students the basic historical concepts and facts needed to understand the history of our country. The course covers events, and topics on political, economic, social, and cultural history from the earliest settlements to contemporary times. Students will develop individual and group projects through the course and develop their writing skills.

Course Number	332002 CW	Prerequisite	None
Appropriate Grade	Grade 11	Credit	1 unit

HONORS U.S. HISTORY AND CONSTITUTION

This course is designed to teach students historical concepts and facts needed to understand the history of our country. The course covers events and topics on political and economic history from settlement to contemporary times, cultural, social, and aesthetic history- In addition, this course uses research and evaluation in a more sophisticated teaching framework. Students are encouraged to read primary sources, develop research projects, and write historical essays.

Course Number	332003 HW
Appropriate Grade	Grade 11
Prerequisite	B average
Credit	1 unit

ADVANCED PLACEMENT U.S. HISTORY/IB HISTORY OF THE AMERICAS HL

This course is a college-level survey of the history of the United States from the colonial period to the present. Students enrolled must be able to analyze primary sources including documentary materials, maps, statistical tables, graphs, and photographs, take notes from both printed materials and class discussions, write clearly, and express themselves precisely. Independent research and outside reading are course requirements. Each student must take the advanced placement examination for possible college credit.

International Baccalaureate (IB) candidates pursuing a Higher Level (HL) unit in IB Individual and Societies must register with the IB Coordinator. In order to complete the requirements for this HL course sequence, students must continue their studies in IB Twentieth Century Topics.

Course Number	337200 AW
Appropriate Grade	Grade 11
Prerequisite	B average; IB candidates must have completed Honors World History, Honors American Government, and Honors Economics
Credit	1 unit

CP AMERICAN GOVERNMENT FOR THE TECHNOLOGIES

This course is designed to give students an in-depth understanding of government, its origins and functions, civic life, and politics. The course includes the foundations of American democracy and the American political system, the role of the U.S. Constitution in American democracy, the relationship of the United States to other nations and to world affairs, and an understanding of the role of the citizen in American democracy. Students will develop individual and group projects throughout the course and develop their writing skills. This course is a complement to English for the Technologies IV,

Course Number	333009 CH	Prerequisite	1 credit in Social Studies and should follow US History
Appropriate Grade	Grade 12	Credit	1/2 unit

COLLEGE PREPARATORY AMERICAN GOVERNMENT

This course is designed to give students an in-depth understanding of the structure and functions of the American governmental systems at the federal, state, and local levels. It includes an analysis of current events and current governmental problems and issues. Students will develop individual and group projects throughout the course.

Course Number	333000 CH	Prerequisite	1 credit in Social Studies and should follow US History
Appropriate Grade	Grade 12	Credit	1/2 unit

HONORS AMERICAN GOVERNMENT

This course is designed to give students a critical perspective on government and politics in the United States. It involves both the studies of general concepts used to interpret American politics and the analysis of specific case studies. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political system. Students will strengthen their critical thinking and research skills through individual and group projects and presentations.

Course Number	333000 HH
Appropriate Grade	Grade 12
Prerequisite	B average; 1 credit in Social Studies; should follow US History
Credit	1/2 unit

10th grade Pre-IB students are allowed to register for Honors American Government and Honors Economics to accommodate the IB diploma process, not to promote and/or facilitate accelerated graduation.

CP ECONOMICS FOR THE TECHNOLOGIES

This course is designed to acquaint students with those principals and concepts essential to an understanding of the American economic system. The course emphasizes economic policies and decision making, the free enterprise system, market structure, macroeconomics, microeconomics, money and banking, non-banking financial institutions, business organizations, the role of government in market operations, principles of trade and economic development, and consumer skills. Students will develop individual and group projects throughout the course. This course is a complement to English for the Technologies IV.

Course Number	335009 CH	Prerequisite	1 Credit in Social Studies; should follow credit in US History
Appropriate Grade	Grade 12	Credit	1/2 unit

COLLEGE PREPARATORY ECONOMICS

This course is designed to acquaint students with those principles and concepts essential to an understanding of the American economic system. The course emphasizes economic decision-making, the free enterprise system, market structure, macroeconomics, microeconomic, money and banking, non-banking financial institutions, business organizations, and consumer skills. Students will develop individual and group projects throughout the course.

Course Number	335000 CH	Prerequisite	1 Credit in Social Studies; should follow credit in US History
Appropriate Grade	Grade 12	Credit	1/2 unit

HONORS ECONOMICS

This course is designed to give students a more detailed understanding of those principles and concepts essential to an understanding of the American economic system. The course emphasizes economic decision-making, the free enterprise system, market structure, macroeconomics, microeconomic, money and banking, non-banking financial institutions, business organizations, and consumer skills. In-depth individual and group research projects are expected of all students.

Course Number	335000 HH
Appropriate Grade Level	Grade 12
Prerequisite	B average; 1 Credit in Social Studies and should follow US History
Credit	1/2 unit

10th grade Pre-IB students are allowed to register for Honors American Government and Honors Economics to accommodate the IB diploma process, not to promote and/or facilitate accelerated graduation.

PSYCHOLOGY 101

Psychology 101 is available to high school juniors and seniors through a cooperative effort of U.S.C.'s Department of Psychology and Division of Continuing Education and the State Department of Education's Office of Instructional Technology and Secondary Education Section. Three semester hours of college credit, including fifteen hours of televised instruction, are incorporated into the nine-month class schedule in participating high schools. The course is available for high school and college credit for twelfth grade students. Eleventh grade students may enroll for high school credit only. There is a special reduced tuition for students enrolling for college credit.

Course Number	334000 DH
Appropriate Grade	Grade 11 or 12
Prerequisite	Teacher recommendation, B average overall, or 1100 SAT score
Credit	1/2 unit; 3 hours of college credit

PAIRED COURSES (The student will be enrolled in both courses.)

PSYCHOLOGY

This course is designed to teach students the major concepts and principles of psychology with emphasis on human growth and development, personality, and social behavior patterns. Students will develop individual and group projects throughout the course.

Course Number	334000 CH	Prerequisite	None
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Appropriate Grade	Grade 10, 11 and 12	Credit	1/2 unit
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SOCIOLOGY

This course is designed to teach students the major concepts and principles of sociology with emphasis on the appropriate skills of inquiry, the analysis of social change, the impact of social institutions, and evolving cultural changes. Students will develop individual and group projects throughout the course.

Course Number	334500 CH	Prerequisite	None
Appropriate Grade	Grade 10,11 and 12	Credit	1/2 unit

AFRICAN-AMERICAN STUDIES

This course is designed for ALL students with an interest in the heritage of various groups that compose America. History and literature are employed to transmit the knowledge of African-Americans. Some of the teaching methodology will include lectures, discussions, and research projects. This course will develop a sense of pride in some students, while other students will develop an appreciation for other cultures.

Course Number	339906 CW	Prerequisite	None
Appropriate Grade	Grade 10,11 and 12	Credit	1 unit

LAW EDUCATION

This course deals with the structure of the legal system in the United States. Emphasis is placed upon major Constitutional issues, guarantees of civil rights and liberties, the criminal justice system, and the responsibilities of citizenship. Students will explore contemporary legal issues and develop individual and group projects throughout the course.

Course Number	333600 CW	Prerequisite	None
Appropriate Grade	Grade 10, 11 and 12	Credit	1 unit

IB THEORY OF KNOWLEDGE

This course is the key element in the educational philosophy of the IB Diploma Program. The aim of Theory of Knowledge is to stimulate critical reflection upon the knowledge and the experiences of students both in and outside the classroom. Students are led to develop a personal mode of thought based upon critical examination of evidence and argument. Satisfactory completion of this course is required in order to be eligible for the IB Diploma.

Course Number	339903 AW	Prerequisite	IB Diploma candidate
Appropriate Grade	Grade 11	Credit	1 unit

IB TWENTIETH CENTURY TOPICS HL

This course is a continuation of AP US History / IB History of the Americas and is aimed at IB candidates who plan to pursue an IB Higher Level (HL) subject group. This course is designed to give students an in-depth view of selected twentieth century world history topics. The detailed study will emphasize the causes, practices and effects of war, the rise and rule of single party states, and the establishment and work of international organizations. IB candidates pursuing a Higher Level (HL) unit in IB Individuals and Societies must register with the IB Coordinator. Students enrolled in this course will take the IB History of the Americas / Twentieth Century Topics HL examination for possible college credit.

Course Number	339904 AW	Prerequisite	AP US History/IB History of Americas
Appropriate Grade	Grade 12	Credit	1 unit

CURRENT EVENTS

This course acquaints students with contemporary local, state, regional, national, and world affairs. Students will analyze and evaluate political and economic events by accessing information from a variety of sources, discussing it in class, preparing presentations, holding debates, producing projects, and simulating news programs.

Course Number	333700 CW
Appropriate Grade	Grade 9,10,11 or 12
Credit	1 unit

ACADEMIC TEAM RESEARCH - ACADEMIC DEBATE A & B

This course is designed to teach students how to do research. Students will present and debate.

Course Number	304301
Appropriate Grade	Grade 9-12
Prerequisite	none
Credit	1 unit

The study of a foreign language is an important component in a well-rounded college preparatory program. A minimum of

two units of the same language **is** required for admission to every state-supported four-year college or university in South Carolina. (Clemson University requires 3 units of the same language).

Modern foreign language courses emphasize the development of communication skills. At each level, opportunities are provided for students to listen to and speak the language, learn vocabulary and grammatical structures, read selections appropriate to the level, write, learn about culture, and participate in reinforcing activities. Social studies units on history and geography and units on prominent figures in the arts and music are incorporated where appropriate.

The ability to understand and express oneself comfortably in a foreign language is the result of an extended sequence of language study. Foreign language courses are divided into levels:

Beginning Level	Year	Year I and II
Intermediate Level		and IV
Advanced Level		Year V or AP

Entering college freshmen are required to take a language placement examination that determines whether college credit is awarded; therefore, it is important for students to be enrolled in language courses during their final years in high school. For schools, which offer only the Beginning Level (years I and II) of a foreign language, it is recommended that students begin language study in the 10th grade.

Students taking French or Spanish I in the 7th or 8th grades are awarded one Carnegie unit for successful completion of the course; the grade is averaged into the student's high school GPA.

NOTE:

If a student is enrolled in French IV, V, or AP and wishes to begin studying Spanish, he may skip Spanish I and enroll in Spanish II. Students enrolled in Spanish IV, V, or AP may skip French I and enroll in French II. A teacher recommendation must accompany enrollment in a year II course if year I has been waived. Credit may be earned for year II only; however, year I should appear on the transcript with no credit awarded.

FRENCH I

This course is the first part of the Beginning Level of language study. It is designed to help students develop basic language skills in French. Via a variety of classroom activities, students will practice listening, speaking, reading and writing skills in order to build proficiency and boost student confidence for communication. Students will also study and expand their knowledge of the French culture.

Course number	361100 CW
Prerequisite	none
Recommended	College-prep track or an 80+ average in last Language Arts class
Credit	1 unit

FRENCH II

This course is the second part of the Beginning Level of language study. The development of language skills is continued through varied methods of instruction. Major topics from French I are reviewed and expanded and students continue their study of basic grammatical structures in French. Emphasis is on conversation, simple reading and writing, and cultural studies of countries where French is spoken.

Course number	361200 C W
Prerequisite	French I, or enrollment in Spanish IV, FL Seminar- Spanish, or AP Spanish
Credit	1 unit

FRENCH III

This course represents the first part of the Intermediate level of language study. Students will draw upon skills previously mastered while simultaneously learning new ones. Continued study and practice of vocabulary, grammar and cultural

information will enable students to communicate in simulated "real-life" situations. There will be an emphasis on listening and speaking in French. Students will read and discuss simple literary texts, short stories, and short newspaper and magazine articles. In addition, students will write Journal entries, simple prose and poetry, and essays in the target language. Except for certain grammatical explanations, this course is taught in French.

Course number 361300 CW
Prerequisite French II
Recommended 75+ average in French H or teacher recommendation
Credit 1 unit

HONORS/PRE-IB FRENCH III

This course follows the format of French HI and allows for a more rapid progression and more opportunities for enrichment activities. Honors French III is taught in the target language and is designed for students who are serious about language study and who plan to enroll in French IV.

Course number 361300 HW
Prerequisite French II
Recommended 80+ average in French II or teacher recommendation
Credit 1 unit

HONORS FRENCH IV

This course is the second part of the Intermediate Level of language study and the first year of the IB French program. This course focuses on the development of more advanced skills of conversation, reading, and writing. Students review and work with all major grammatical structures in a variety of oral and written contexts. Lessons develop students' understanding of more difficult reading selections. Students discuss more advanced aspects of French culture, contemporary life, and history. Except for certain grammatical explanations, this course is taught in French.

International Baccalaureate (IB) candidates pursuing a Standard Level (SL) unit in IB Language B must register with the IB Coordinator. In order to complete the requirements for this SL course sequence, students must continue their studies in AP Foreign Language Seminar- French and AP-IB French.

Course number 361400 HW
Prerequisite French III and teacher recommendation
Recommended 80+ average in French III or teacher recommendation
Credit 1 unit

PAIRED COURSES (The student will be enrolled in both courses)

AP FOREIGN LANGUAGE SEMINAR - IB FRENCH SL

The advanced level of language study is designed to develop the students' ability to understand and speak to a slow-speaking native in restrictive conversational settings, to read more elaborate texts of moderate difficulty without dependence on a dictionary and to write formal and informal essays. Except for certain grammatical explanations, this course is taught in French.

Course number 369901 MH •
Prerequisite French IV and teacher recommendation
Recommended 75+ average in French IV or teacher recommendation
Credit VI unit

ADVANCED PLACEMENT FRENCH LANGUAGE - IB FRENCH SL

This is a college-level course designed to develop the students' ability to understand and speak French in various conversational settings, to read French newspapers, magazine articles and literary texts without dependence on a dictionary, to fine-tune the more advanced aspects of French grammar, and to write formal essays. Students enrolled in this course must take the Advanced Placement Exam in May. Students who are successful on this exam may be eligible for college credit in French. Except for certain grammatical explanations, this course is taught in French. IB candidate students will take the IB Language B SL examination for possible college credit. Students pursuing IB credit must register with the IB Coordinator.

Course number 367100 AW
Prerequisite French IV
Recommended 75+ average in French IV or teacher recommendation
Credit 1 unit

SPANISH I

This course is the first part of the Beginning Level of language study. It is designed to help students develop basic language skills in Spanish. Via a variety of classroom activities, students will practice listening, speaking, reading and

writing skills in order to build proficiency and boost student confidence for communication. Students will also study and expand their knowledge of the Spanish culture.

Course number	365100 CW
Prerequisite	none
Recommended	College-prep track or an 60+ average in last Language Arts class
Credit	1 unit

SPANISH II

This course is the second part of the Beginning Level of language study. The development of language skills is continued through varied methods of instruction. Major topics from Spanish I are reviewed and expanded and students continue their study of basic grammatical structures in Spanish. Emphasis is on conversation, simple reading and writing, and cultural studies of countries where Spanish is spoken.

Course number	365200 CW
Prerequisite	Spanish I, or enrollment in French IV, FL Seminar- French, or AP French
Credit	1 unit

SPANISH HI

This course represents the first part of the Intermediate level of language study. Students will draw upon skills previously mastered while simultaneously learning new ones. Continued study and practice of vocabulary, grammar and cultural information will enable students to communicate in simulated "real-life" situations. There will be an emphasis on listening and speaking in Spanish. Students will read and discuss simple literary texts, short stories, and short newspaper and magazine articles. In addition, students will write journal entries, simple prose and poetry, and essays in the target language. Except for certain grammatical explanations, this course is taught in Spanish.

Course number	365300 CW
Prerequisite	Spanish II
Recommended	75+ average in Spanish II or teacher recommendation
Credit	1 unit

HONORS/PRE-IB SPANISH III

This course follows the format of Spanish III and allows for a more rapid progression and more opportunities for enrichment activities. Honors Spanish III is taught in the target language and is designed for students who are serious about language study and who plan to enroll in Spanish IV.

Course number	365300 HW
Prerequisite	Spanish II
Recommended	80+ average in Spanish II or teacher recommendation
Credit	1 unit

HONORS SPANISH IV

This course is the second part of the Intermediate Level of language study and the first year of the IB Spanish program. This course focuses on the development of more advanced skills of conversation, reading, and writing. Students review and work with all major grammatical structures in a variety of oral and written contexts. Lessons develop students' understanding of more difficult reading selections. Students discuss more advanced aspects of Spanish culture, contemporary life, and history. Except for certain grammatical explanations, this course is taught in Spanish.

International Baccalaureate (IB) candidates pursuing a Standard Level (SL) unit in IB Language B must register with the IB Coordinator. In order to complete the requirements for this SL course sequence, students must continue their studies in AP Foreign Language Seminar- Spanish and AP-IB Spanish.

Course number	365400 HW
Prerequisite	Spanish III and teacher recommendation
Recommended	80+ average in Spanish III or teacher recommendation
Credit	1 unit

PAIRED COURSES (The student will be enrolled in both courses)

AP FOREIGN LANGUAGE SEMINAR - IB SPANISH SL

The advanced level of language study is designed to develop the students' ability to understand and speak to a slow-speaking native in restrictive conversational settings, to read more elaborate texts of moderate difficulty without dependence on a dictionary and to write formal and informal essays. Except for certain grammatical explanations, this course is taught in Spanish.

Course number	369901 HH
Prerequisite	Spanish IV and teacher recommendation
Recommended	75+ average in Spanish IV or teacher recommendation
Credit	% unit

ADVANCED PLACEMENT SPANISH LANGUAGE - IB SPANISH SL

This is a college-level course designed to develop the students' ability to understand and speak Spanish in various conversational settings, to read Spanish newspapers, magazine articles and literary texts without dependence on a dictionary, to fine-tune the more advanced aspects of Spanish grammar, and to write formal essays. Students enrolled in this course must take the Advanced Placement Exam in May. Students who are successful on this exam may be eligible for college credit in Spanish. Except for certain grammatical explanations, this course is taught in Spanish. IB candidate students will take the 18 Language B SL examination for possible college credit. Students pursuing IB credit must register with the IB Coordinator.

Course number	367500 AW
Prerequisite	Spanish IV
Recommended	75+ average in Spanish IV or teacher recommendation
Credit	1 unit

GERMAN I

This course is the first part of the Beginning Level of language study. It is designed to help students develop basic language skills in German. Via a variety of classroom activities, students will practice listening, speaking, reading and writing skills in order to build proficiency and boost student confidence for communication. Students will also study and expand their knowledge of the German culture.

Course number	362100 CW	Prerequisite	none
Credit	1 unit		

GERMAN II

This course is the second part of the Beginning Level of language study. The development of language skills is continued through varied methods of instruction. Major topics from German I are reviewed and expanded and students continue their study of basic grammatical structures in German. Emphasis is on conversation, simple reading and writing, and cultural studies of countries where German is spoken.

Course number	362200 CW	Prerequisite	German I
Credit	1 unit		

HONORS GERMAN 111

This course represents the first part of the Intermediate level of language study. Students will draw upon skills previously mastered while simultaneously learning new ones. Continued study and practice of vocabulary, grammar and cultural information will enable students to communicate in simulated "real-life" situations. There will be an emphasis on listening and speaking in German. Students will read and discuss simple literary texts, short stories, and short newspaper and magazine articles. In addition, students will write journal entries, simple prose and poetry, and essays in the target language. Except for certain grammatical explanations, this course is taught in German.

Course number	362300 HW	Prerequisite	German II
Credit	1 unit		

HONORS GERMAN IV

This course is the second part of the Intermediate Level of language study focuses on the development of more advanced skills of conversation, reading, and writing. Students review and work with all major grammatical structures in a variety of oral and written contexts. Lessons develop students' understanding of more difficult reading selections. Students discuss more advanced aspects of German culture, contemporary life, and history. Except for certain grammatical explanations, this course is taught in German.

Course number	362400 HW	Prerequisite	German
Credit	1 unit		

•FINE ARTS

Quality arts education is an essential part of a complete education for all students and critical to their success in the 21st century. The arts are central to the learning process. Children begin learning through scribbling, making up rhythmic sounds, moving and dancing, and playing creative games. An effective arts program builds on these early experiences and extends them through a curriculum that engages students in the comprehensive,

sequential study of the arts. At the present time there is no fine arts unit required for the South Carolina diploma. All courses are offered as electives. No dance courses are offered at the high school level.

ART I

This course is designed for students who have had limited or no prior preparation in art. The course content includes concentration in the major areas of critical analysis, creative expression and production, cultural heritage and aesthetic perception. Students will study the elements and principles of design focusing mainly on 2-dimensional art making processes. Major artists, periods and styles will be studied. Criteria for critically assessing a variety of products and making informed choices will be explored.

Course Number	350100 CW	Prerequisite	None
Appropriate Grade	Grade 9-12	Credit	1 Unit

ART II/ 3-DIMENSIONAL DESIGN: SCULPTURE & CERAMICS

This course explores 3-dimensional art using both additive and subtractive sculptural processes. It will involve instruction using a variety of media such as clay, plaster, wood, and metal. A significant portion of the course will be devoted to ceramics and pottery. The course content includes study in the areas of critical analysis, creative expression and production, cultural heritage and aesthetic perception.

Course Number	350200 CW	Prerequisite	Art I, or Department Chair
Portfolio Review and Recommendation			
Appropriate Grade	Grade 10-12	Credit	1 Unit

ART III/ DRAWING & PAINTING

This course explores drawing and painting techniques in-depth. The course will involve an intensive study of 2-dimensional problem solving using a variety of media to include charcoal, graphite, pastel, watercolor, acrylic, and oil. The course content includes study in the areas of critical analysis, creative expression and production, cultural heritage, and aesthetic perception.

Course Number	350300 CW	Prerequisite	Art I, or Department Chair
Portfolio Review and Recommendation			
Appropriate Grade	Grade 10-12	Credit	

1 Unit

JEWELRY: MEDIA & TECHNIQUES

This course explores a variety of jewelry making techniques, which are then enhanced with the use of various media. After an investigation of metals and forming techniques, polymer clay, bead making, paper and glass fusion will be explored.

Course Number	459909 CW	Prerequisite	Art I, or Department Chair
Portfolio Review and Recommendation			
Appropriate Grade	Grade 10-12	Credit	1 Unit

ART IV DRAWING & PRINT MAKING

This course further explores drawing techniques, which are then enhanced with printmaking studies. Printmaking techniques to be investigated will include linoleum block and wood block printing, monoprinting, and etching using the printer's press. The course content includes study in the areas of critical analysis, creative expression and production, cultural heritage, and aesthetic perception.

Course Number	350400 CW	Prerequisite	Art I, or Department Chair
Portfolio; Review and recommendation			
Appropriate Grade	Grade 10-12	Credit	1 Unit

HONORS ART HI

The intent of Honors Art 111 is to expand the expertise and technical skill of those students who have been identified as gifted through the judging of a portfolio of 6-8 works and a written or taped response to art-related topics. Charleston County conducts these auditions during the fall term, in addition to the rigorous course requirements, students will be required to sign contracts and commit to working with other students in workshops across the county. For this reason NO ONE is allowed to sign up for this course without prior permission from the Department Chairperson.

Course Number	350300 HW	Prerequisite	Only With Permission
Department Chairperson			
Appropriate Grade	Grade 10-12	Credit	of
			1 Unit

PERCUSSION ENSEMBLE

This course is designed for students to increase their technical proficiency on all percussion instruments. Students will develop their poise and confidence through exposure to ensemble music literature. All students perform as an independent ensemble and also with the marching band and concert band. This course is co-curricular. In other words, concepts and music taught during the school day applies to performances outside regular school hours. Marching Band participation is mandatory for all students enrolled in this course.

Course Number	459921CW	Prerequisite	Open only to percussion students
Appropriate Grade	Grade 9-12	Credit	1 unit

INSTRUMENTAL MUSIC ORCH/STRINGS

This course is designed for students who have participated in strings in middle school or the previous year in high school. Students continue a sequential development of skills necessary to become proficient on a musical instrument. The course is organized so that students will learn orchestral repertoire each year and will develop an understanding of the concepts of music and the cultural heritage of the music studied. Emphasis will be placed on the development of good tone, accurate pitch, growth in music reading, ability to perform more easily and to follow a conductor, and an understanding of a wide variety of music.

Course Number	355100CW Year 1	355300 CW Year 3
Prerequisite	355200CW Year 2	355400 CW Year 4
Appropriate Grade	Participation in previous year's program	
Credit	Grade 9-12	
	1 Unit	

AP MUSIC THEORY

This course is designed for musically advanced students who wish to develop knowledge of the principles of musical construction and notation. The course is designed to provide students with a knowledge of fundamentals such as music notation, rhythm, scales, intervals, and choral constructions with keyboard experience as it relates to the study of these compositions to be performed in class. The Advanced Placement Course Description published by the College Entrance Examination Board specifies the course content. Each student must take the advanced placement examination for possible college credit.

Course Number	350600 AW	Prerequisite	participation in music for advanced
Appropriate Grade	Grade 11-12	Credit	background
			1 Unit

MUSIC APPRECIATION

This course is designed for students with an expressed desire to become more intelligent listeners of music and to become more familiar with music as an art form. The course is designed to develop students' abilities to recognize various musical forms and genres, identify periods of music, know the cultural and historical background of a representative sampling of music, recognize a representative sample of compositions, composers and performers and critically analyze music and music performance with insight and understanding.

Course Number	356100CW	Prerequisite	none
Appropriate Grade	Grade 9-12	Credit	1 Unit

CHORUS

This course is designed for students who have an expressed interest in singing in an ensemble. The course is organized to help students learn a variety of choral literatures each year and improve their skills. Students learn the following: perform more easily; produce a good tone, accurate pitch, show growth in musicianship and music reading, develop an understanding of a wide variety of music, learn about the historical and cultural background of works performed, and gain a greater appreciation of music as a means of expression and as a form of communication.

Course Number	354100CW Year 1	354300CW Year 3	
Prerequisite	None	354200CW Year 2	354400CW Year 4
Appropriate Grade	Grade 9-12		
Credit	1 Unit		

PAIRED COURSES (The student will be enrolled in both courses)

DRAMA

This course is designed to expose students to the major theatrical periods and to the major dramatic literature and acting styles. Theater and production principles are studied. Independent and group projects are required.

Course Number	452100CH	Prerequisite	None
Appropriate Grade	Grade 9-12	Credit	VfcUnit

DRAMA II

This course is a continuation of Drama I. It is a more in-depth study of the subject. Improvisation and production will be emphasized. Critical analysis of dramatic literature will be included. Independent and group projects are required.

Course Number	452200CH	Prerequisite	Drama I
Appropriate Grade	Grade 9-12	Credit	& Unit

AIR FORCE JUNIOR ROTC/AEROSPACE SCIENCE I

This first year course is designed to acquaint the student with the historical development of flight and the role of the military in history. Over half of the available classroom hours are spent reviewing the development of flight from ancient legends to the space shuttle. Additionally, the role of the military throughout the history of the United States is identified. The second half of the course describes the makeup of the aerospace community and the United States Air Force. Many of the 60 hours dedicated to leadership studies relate directly to the academic subject matter, with cadets presenting written and oral reports. Wearing of the uniform, Air Force customs and courtesies, and basic drill skills are introduced.

COURSE NUMBER	375101	PREREQUISITE	US CITIZEN
Appropriate Grade	Grade 9, 10, or 11	Credit	1 unit

AIR FORCE JUNIOR ROTC/AEROSPACE SCIENCE II

The second year course is designed to acquaint the student with the aerospace environment, the principle of flight and navigation, and human limitations of flight. The course begins with a discussion of the atmosphere and weather. The study is expanded to include the planets and space beyond our solar system. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the force of lift, drag, thrust and gravity. Students learn basic navigation skills including map reading, course plotting, and the effects of wind on flight. The portion on the human requirements of flight surveys the physiology of aerospace flight. The portion on the human requirements of flights surveys the physiology of aerospace flight. Topics include: human circulatory system, the effects of acceleration and deceleration, protective equipment, and the space environment. Leadership hours stress communication skills and cadet corps activities. Written reports and speeches complement academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

Course Number	375201	Prerequisite	AFJROT
Appropriate Grade	Grade 10, 11, or 12	Credit	C
			1 unit

AIR FORCE JUNIOR ROTC/AEROSPACE SCIENCE III

This third year course is designed to introduce the student to the principles of propulsion systems, fundamentals of rocketry and its application to spacecrafts, principles of underlying space travel, and various aspects of space exploration. Turbojet, turbofan, rocket, reciprocating engines, and a detailed examination of propulsion systems are explained. Rocketry and spacecraft portions cover rocket propulsion, guidance, and control and orbits. The space travel section further discusses the development, use and future uses of artificial earth satellites and interplanetary probes. Leadership hours continue their emphasis written and directing communications skills. Additionally, basic management skills such as planning and programming are introduced. Third year cadet put these skills into practice by holding key leadership positions in the cadet corps.

Course Number	375301	Prerequisite	AFJROTC II
APPROPRIATE GRADE	GRADE 11 OR 12	CREDIT	1 UNIT

AIR FORCE JUNIOR ROTC/AEROSPACE SCIENCE IV **Management of the Cadet Corps**

The cadets lead the entire Corps during the fourth year. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, and decision-making will be done by the cadets. They will practice their communication, decision-making, personal interaction, managerial, and organizational skills.

Course Number	375401	Prerequisite	AFJROT
Appropriate Grade	Grade 12	Credit	C
			1 unit

One unit of credit in physical education is required for the South Carolina High School Diploma. For one semester, a personal fitness and wellness component must be taught and for one semester a lifetime fitness component must be taught either over the semester or in two nine-week divisions. A second unit may be earned as an elective. The only exceptions to this unit requirement in physical education are for students substituting Junior ROTC and students having a physical disability certified by a doctor. Certification of disabilities must be on file with the principal. These students will be allowed to substitute a course supported by the principal. Following is an excerpt from the State Board of Education Regulations

The State Board of Education is mindful that Regulations 43-130 (Defined Minimum Program) and 43-2599 (Graduation Requirements) require each successful candidate for the State High School Diploma to earn one credit in physical education. This requirement has traditionally been important because its fulfillment was to assist the student in developing a healthy lifestyle for the rest of his/her life.

The State Board has previously been petitioned for a waiver of this requirement where the medical condition of (the student or the religious belief of the student prohibit the student from participating in physical education classes

In the past, the State Board has previously approved waiver requests where the request has been, approved by the State Department of Education, based on the following criteria:

Medical Exemption. The student must present a statement by the attending physician indicating that participation in physical education will jeopardize the student's health and well being.

Religious Exemption. (1) The parent and child must show that the child's attending physical education classes will violate their religious beliefs and would not be merely a matter of personal objection, and (2) the parent and child must be members of a recognized religious faith that objects to physical education as part of its official doctrine or creed.

Wherever possible the State Department staff has encouraged the District to provide the student, as an alternative to physical education appropriate instruction in health education or other instruction in lifestyle modification.

PHYSICAL EDUCATION I

This co-educational course is designed from a variety of activities to provide students with choice and the skills to live a healthy lifestyle. Two term courses must be passed. Physical Education I is designed from six activity strands: Fitness for Life; Net/Racket Activities; Team Activities; Outdoor Pursuits; Individual Activities; and Dance. Students are required to dress out each day as specified by the physical education instructor.

The first semester course includes the Fitness for Life curriculum, which is designed, for students to achieve and maintain a health enhancing level of physical fitness. The course also provides students with opportunities to develop optimal levels of fitness. The student must demonstrate competency in at least one movement form. The student will explore and seek opportunities to participate in physical activity outside the physical education class.

The second semester course requires the student to independently assess his/her physical fitness level and design a nine weeks program to maintain or improve personal fitness. The student will implement and document his/her program through participation in physical activity outside the physical education class. The student must demonstrate competency in at least one movement form.

FFL (Fitness for Life) is taught with all sections of Physical Education I.

Students must sign up for one track (use BOTH numbers) below except for Pre/IB students, they should use the single number.

34410OCW Pre/IB Physical Education -1 unit

PAIRED COURSES (The student will be enrolled in both courses.)

344137CH FFL Aerobic-Recreational Games (golf, archery, bowling, shuffleboard, table tennis, and badminton)

344138CH Aerobic-Recreational Games

344161CH FFL Swimming-Volleyball (\$30.00 transportation fee, insurance is required or purchase recreational insurance)

344120CH Basketball-Rackets (Badminton, Table Tennis, Paddle Tennis) _____

344107CH FFL Softball-Volleyball

344194CH Rec. Games-Outdoor Pursuits(hunting safety, archery, horseshoes)

344111CH FFL Soccer-Volleyball
344140CH Softball-Rackets\

344119CH FFL Basketball-Rackets
34410BCH Volleyball-Softball

344117CH FFL Wrestling-Softball
344102CH Basketball-Football

Appropriate Grade	Grade 9-12	Credit	1/2 unit per term (1 unit total)
Prerequisite	None		

PHYSICAL EDUCATION II

This co-educational course is designed as a continuation of Physical Education I and provides students with the skills to lead a healthy life style. Physical Education II is an elective designed to provide a comprehensive in-depth course of study in a few specific activity skills. The program will focus on at least two strands (e.g. Fitness, which involves weights, and aerobics, Net/Racket Activities, Target Activities, Team Activities, Outdoor Pursuits and Individual Activities). Students are required to dress out each day as specified by the physical education instructor.

PAIRED COURSES (The student will be enrolled in both courses.)

344221CH Weight-Strength Training
344222CH Weight-Strength Training

344233CH Weights and Team Sports (volleyball-Softball)
344234CH Weights and Team Sports (volleyball-softball)

Appropriate Grade	Grade 10,11, or 12	Credit	1/2 unit for each semester
Prerequisite	Physical Education I, JROTC, participated in a JV or Varsity sport or permission of the instructor		

PHYSICAL EDUCATION III WEIGHT-STRENGTH TRAINING

This course is designed for students who are interested in improving their overall fitness through weights/strength training. Activities include weight training, flexibility training, speed development and cardiovascular training. Areas discussed will include weight control, proper diet, nutrition and basic anatomy and physiology.

Course Number	344300 CW	Credit	1 unit
Prerequisite	Physical Education I, II (ROTC may be accepted for Physical Education I) Enrollment requires the recommendation of the physical Education Department Chairman and the Athletic Director.		

PHYSICAL EDUCATION IV WEIGHT-STRENGTH TRAINING IV

This advanced weight-training course is for students who have completed Physical Education III Weights/Strength Training. Advanced methods of strength training and fitness will be taught in the course. Activities include weight training, flexibility training, speed development, and cardiovascular training.

Course Number	344400CW	Credit	1 unit
Prerequisite	Physical Education I, II, III, (JROTC may be accepted for Physical Education I) Enrollment requires the recommendation of the Physical Education Department Chairman and the Athletic Director.		

PHYSICAL EDUCATION V WEIGHT-STRENGTH TRAINING V

An individual fitness plan will be designed for each student and activities will be implemented to achieve the student's goals.

Course Number	344450CW	Credit	1 unit
Prerequisite	Physical Education I, II, III ROTC may be accepted for Physical Education I Enrollment requires the recommendation of the physical Education Department Chairman and the Athletic Director.		

HEALTH

Comprehensive health education is a planned, sequential, kindergarten to twelfth grade curriculum that provides structured and age appropriate experiences to assure that student acquire relevant, scientifically accurate knowledge about health. Health education is instruction intended to motivate health maintenance and promote wellness; to facilitate

activities to develop decision-making skills and individual responsibility for one's health; and to provide opportunities for students to develop and demonstrate health-related knowledge, attitudes, and practices. It provides for the development and practice of skills needed to support health enhancing attitudes, beliefs, and behaviors.

According to the Comprehensive Health Education law, high school students are required to take a program of instruction in comprehensive health education and at least 750 minutes of reproductive health education and pregnancy prevention education at least one time during the four years of grades nine through twelve.

At this time students can meet the requirements for graduation by taking one of the following elective semester health courses. These courses should meet the South Carolina Health and Safety Education Standards.

FAMILY & COMMUNITY HEALTH

This course is designed to help students understand the factors, which influence family health, and an individual's responsibility for protecting the health of the family and the community. It is designed to assist the class in assessing community and environmental health needs and the wise use of reliable resources. The course addresses the six priority areas (which includes human sexuality) established by the Centers for Disease Control and the seven National Health Education Standards.

PERSONAL HEALTH AND WELLNESS

This course is designed to develop decision-making skills, which help students make intelligent choices to live healthy productive lives. The course content includes: communication, stress management, problem solving, environmental awareness, personal fitness, nutrition, human sexuality including, family life, pregnancy prevention and sexually transmitted diseases, substance abuse, disease prevention, and career interests. The course will involve field trips, group workshops and projects, guest speakers, films and videos, lectures, tests, and physical fitness exercises.

PAIRED COURSES (The student will be enrolled in both courses.)

340100CH Family and Community Health
340200CH Personal Health and Wellness

Appropriate Grade	Grade 9-12	Credit	1/2 unit each
Prerequisite	None		

DRIVER EDUCATION

The various phases of this course include a total of 30 hours in the classroom, 12 hours in the simulator, 3 hours behind the wheel driving and 6 hours of observation in the car. These different phases combine to give each student knowledge of basic traffic laws, an understanding of how laws of nature relate to driving, and the basic driving skills in various driving situations and the development of good judgment in making decisions while driving. Must be 15 years of age and have a beginner's permit.

This course will be paired with other electives to equal one unit.

Course Number	370100CH
Appropriate Grade	Grade 10, 11, or 12
Prerequisite	Must be 15 and have a beginner's permit
Credit	<u>1/2 unit for Driver Education</u> 1 unit for paired courses

SPECIAL EDUCATION

A goal of the Charleston County School District is to provide a free and appropriate public education for all students with disabilities. Students with disabilities who attain the same competencies required of non-disabled students receive a State High School Diploma. When a student's disabling condition prohibits him/her from earning a State High School Diploma, the exit options available are a CCSD Employment Diploma for Students with Disabilities or a Certification of Completion. Guidance Counselors and caseload managers have a copy of course descriptions and course numbers.

STATE HIGH SCHOOL DIPLOMA

Most students with disabilities follow the regular CCSD curriculum and work toward a State High School Diploma earning a total of 24 Carnegie units and passing the Exit Exam. Some students with disabilities are provided with appropriate modifications or accommodations to assist with meeting the requirements, i.e., pacing, differentiated methods, supplemental materials, and alternate assessment procedures.

RESOURCE

Resource courses are designed to address the individual academic and social requirements of students with disabilities as specified on the IEP as well as the identification of appropriate accommodations, modifications and instructional strategies to support academic and social success in the general education environment. Students may earn up to (7) elective credits in resource.

GENERAL RESOURCE

Students with disabilities who have deficits in one or more areas, e.g. language arts, math, pro-social skills, etc., may enroll in General Resource. Instruction is based on IEP goals and objectives.

CCSD EMPLOYMENT DIPLOMA FOR STUDENTS WITH DISABILITIES

The CCSD Employment Diploma for Students with Disabilities is a locally sanctioned exit option. The program features a functional curriculum, required community and work experience components, and a cumulative portfolio. The instructional strands are designed to include competencies that are essential for students to master in order to prepare for transition to independent living and employment. Students pursuing the CCSD Employment Diploma for Students with Disabilities must earn 24 Employment Diploma credits and completes an approved Employment Portfolio.

EMPLOYMENT ENGLISH MI

Employment English delineates life centered academic content standards necessary for achieving reading, writing, and language competency in the workplace and in the community.

EMPLOYMENT MATH MI

Employment Math engages the student in the acquisition of functional math concepts designed to equip the individual with math skills needed for successful employment and independent living.

LIFE SKILLS SCIENCE I-II

Life Skills Science prepares students with disabilities for independent living by providing awareness and acquisition of health care knowledge, personal self-care skills, and basic scientific concepts. The skills required to surmount personal social barriers related to disabilities are targeted through teaching of appropriate behaviors and social skill development. * The approved CCSD Human Sexuality Curriculum is also covered in this course.

LIFE SKILLS SOCIAL STUDIES MI

The Life Skills Social Studies curriculum addresses consumer responsibilities, government and economics, and basic geographical concepts relevant to independent living and employment. This course includes developing an orientation to the community and the means for independent mobility.

EMPLOYMENT PREPARATION I-II

Employment preparation integrates concepts learned through participation in the functional curriculum with a planned sequence of training and work experiences. This course begins with the teaching of fundamental attitudes, behaviors and habits needed to obtain and maintain employment, continues with the development of skills that will serve as a foundation for future job application and culminates with an opportunity to synthesize all of the skills acquired in a competitive employment setting.

VOCATIONAL TRAINING-FOOD SERVICES I-II

Food Service I includes the principles of cooking, sanitation, and the care and proper use of kitchen equipment. The Food Service II course is recommended for students who have exhibited skills, personal satisfaction, and an interest in food preparation during Food Service I. Students will develop and prepare menus and participate in variety of tasks associated with the foods industry.

VOCATIONAL TRAINING-SERVICE INDUSTRY MI

The Service Industry I and II courses provide students with the opportunity to develop an understanding of the duties and responsibilities associated with a variety of jobs in the hospitality and tourism industry, health services, and childcare. Service Industry I focuses on careers in childcare and health services.. Service Industry II focuses on. careers in the hospitality and tourism industry.

DEPARTMENTAL ELECTIVE COURSES

Elective courses taught by special education staff are offered to students with disabilities working toward a CCSO Employment Diploma or a Certificate of Completion. These courses are designed to foster development of prerequisite skills in specific areas that will enable students to participate successfully in general education classes to provide additional preparation for employment.

INTRODUCTION TO BASIC TECHNOLOGY I

INTRODUCTION TO JOB EXPLORATION I

CERTIFICATE OF COMPLETION

This Certificate of Completion is recommended for students requiring basic instruction that fosters daily living skills. A functional curriculum that leads to becoming productive, responsible and self-sufficient adults is offered to participating students. Students are expected to earn 24 credits prior to receiving a Certification of Completion. To receive certificate credit, a student must meet a 70 percent proficiency requirement for all of the goals and objectives states in the IEP.

FUNCTIONAL CURRICULUM

FUNCTIONAL ACADEMIC SKILLS

Students participating in this course of study are offered an individualized integrated program of functional academic skills, pre-employment skills, and job training. Instructional materials utilized are commensurate with the student's ability level.

FUNCTIONAL READING MV

FUNCTIONAL ENGLISH MV

FUNCTIONAL MATH I-IV

FUNCTIONAL COMMUNITY LIVING I-IV

FUNCTIONAL INDEPENDENT LIVING I-IV

FUNCTIONAL FOOD SERVICE I-II

FUNCTIONAL SERVICE INDUSTRY I-II

FUNCTIONAL JOB PREPARATION I-IV

FUNCTIONAL PERSONAL MANAGEMENT

SELF-HELP I-IV COMMUNICATION I-IV

SOCIAL/RECREATION/LEISURE MV

SENSORY MOTOR MV

VOCATIONAL READINESS MB

Students identified with moderate/severe disabilities are offered a program of systematic and longitudinal instruction to acquire and maintain personal management skills. The curriculum emphasizes on self-help skills, vocational readiness skills, and social/recreation/leisure skills through age-appropriate activities.

CAREER AND TECHNOLOGY EDUCATION

PHILOSOPHY

The mission of career and technology education is to provide students the opportunities to acquire career competencies for the workplace and/or a foundation for career development through higher education. Career and technology education is dedicated to helping all students realize their career objectives and achieve an optimum level of proficiency consistent with their interests, aptitudes, desires, and abilities.

OBJECTIVES

1. Appropriate career and technology education opportunities shall exist to meet the needs of all students
2. Appropriate career and technology education programs shall exist to meet manpower needs in new and emerging occupations.
3. Coordination and consultation shall exist among all governmental agencies and organizations involved in the delivery of technical training to achieve articulation of career and technology education programs.
4. Career and technology programs serving disadvantaged students and students with disabilities shall be coordinated with programs conducted by other state agencies/organizations to the maximum extent possible.

CLUSTERS & PROGRAMS

Career and technology education programs provide students with educational experiences to establish life skills and career goals.

Business & Information Systems Cluster

Business and Marketing

Communications and the Arts Cluster

Graphic Communications

Health, Human, and Public Services Cluster

Family and Consumer Sciences Education (non-occupational)

Information Technology Cluster

Networking I

Networking II

ADMISSION POLICIES

All career and technology courses in Charleston County are available to public, special populations and private school students. The State Department of Education's Defined Program is used as a guide in determining appropriate grade levels for enrollment in a specific course. No student shall be denied admission because of sex, race, age, social status, religion, creed, national origin, economic level, disability, or any other areas of discrimination.

Students are advised at the local school of the possible discontinuation of job preparatory career and technology programs if placement data and the employment outlook indicate possible discontinuation.

Students who transfer from one school to another will be given credit for previously learned comparable skill training. Students will be advised of programs that are not preparatory for employment.

Counselors, teachers, and/or job placement coordinators provide job placement services to career and technology students.

Notification of opportunities available in career and technology education and requirements for eligibility must be provided to all disadvantaged students and students with disabilities and parents of such students at least one year before they enter the grade level in which career and technology education is first generally available and in no event later than the beginning of the ninth grade.

SPECIAL SUPPORT SERVICES

Career guidance counselors are available at each high school to assist students with occupational decisions including nontraditional occupations.

Interest and aptitude assessment inventories are administered to all students. Individualized planning and instructional support services are provided to the special population students who need it.

COMPETENCY-BASED INSTRUCTION

Career and technology education is an integral component of secondary education in the Charleston County School District. All career and technology education courses are required to be taught in a competency-based format—the mastery of specific competencies by individual students is not dependent on the amount of time spent in the class.

ARTICULATION/TAP CREDIT

Students who qualify may receive college credit for completion of high school courses by enrolling in specific programs at Trident Technical College through the articulation process. Articulation allows students to make a transition from high school to Trident Technical College without duplication of courses: Technical Advanced Placement (TAP) enables

qualified students to earn Trident Technical College credits while still in high school. Therefore, students may complete a certificate, diploma or associate degrees in less time.

To earn credit, a student must maintain an average of 65 and complete the articulated high school course competencies. Enroll in Trident Technical College within 15 months after high school graduation. TAP (college) credit is held in escrow (or not awarded) until a certain minimum number of credit hours has been earned at Trident with at least a C average.

Refer to course descriptions for specific courses that qualify for TAP credit.

SCHOOL TO CAREERS

The purpose of the School-To-Work Transition Act of 1994 is to establish a School-To-Careers system to equip all students with relevant academic skills, marketable occupational skills, and appropriate workplace behaviors.

The School-To-Careers options are:

- Youth or Registered Apprenticeship
- Cooperative Education (co-op)
- Mentoring
- Shadowing
- Internship
- Service Learning
- Structured Summer Experience

Students who participate in learning activities outside of class that are connected with a business are referred to as work-based learning activities.

Students who participate in Apprenticeship, Co-op, Internship, and Structured Summer Experience may earn an elective unit of credit if requirements are met.

BUSINESS EDUCATION AND MARKETING EDUCATION

Business and Marketing Education includes courses and career major programs, which serve the total school population through relevant curricula oriented toward providing career direction; a sound foundation for advanced study in the business and marketing fields, and the development of employability skills. Careers in marketing, sales, and business areas will continue to grow because of the expanding demand for goods, information processing, and services. Keyboarding and computer skills are essential and are required for graduation.

WORK-BASED LEARNING

Students have opportunities to participate in work-based learning experiences such as shadowing, internship, co-op, or youth apprenticeship that are related to their occupational program.

BUSINESS AND MARKETING EDUCATION (OCCUPATIONAL) PROGRAMS

Note: Each school must offer a minimum of one of the following programs (or two if a marketing program is offered) and publish the program(s) with the required courses—Accounting, Business Administration, Computer Technology, Marketing, or Office Systems Technology.

Students who choose a career path in business/marketing should select one of the following programs and include all the required business/marketing education courses in the four-year plan. To be a program completer, a student must earn a minimum of four Carnegie units within an occupational specialty area. If the required occupational courses in a specified program total fewer than four units of credit, a student must earn the remaining credit in additional Business and Marketing courses to be considered a tech prep program completer.

Students may earn an elective unit of credit by participating in a School-To-Careers transition program.

Students who qualify may receive TAP (Technical Advanced Placement) credit for completion of high school courses by enrolling in specific programs at Trident Technical College. Refer to course descriptions for courses that qualify for the TAP credit.

ACCOUNTING PROGRAM

The Accounting Program consists of a minimum of four units that must include all of the required courses listed below and at least one of the following courses listed. If the required courses do not total 4 units, any business/marketing education course can be used to total 4 units.

Sample career options available to graduates of secondary programs include accounting specialist and bank teller. Career options open to graduates of post-secondary programs include junior accountant, manager-trainee, insurance adjuster, accountant, accounting supervisor, banker, business executive, college professor, and Certified Public Accountant (CPA) after passing CPA exam.

Required Courses:

- Keyboarding
- Business Computer Applications 1 or Computer Technology I
- Accounting I
- Accounting II

One or more of the following:

- Entrepreneurship
- Financial Management
- International Business and Marketing

BUSINESS ADMINISTRATION PROGRAM

The Business Administration Program consists of a minimum of four units, which must include all of the required courses listed below and at least one of the following courses, (if the required courses do not total 4 units, any business/marketing education course can be used to total 4 units).

Sample career options available to graduates of secondary programs include administrative assistant and manager-trainee. Career options open to graduates of post-secondary programs include manager, supervisory, banker, human resources director, administrator, and instructor.

Required Courses:

- Keyboarding
- Business Computer Applications or Computer Technology I
- Entrepreneurship
- Accounting I

One or more of the following:

- Accounting I
- International Business and Marketing

COMPUTER PROGRAMMING

Required Courses:

- Computer Programming I
- Computer Programming II
- Keyboarding

One or more of the following:

- Computer Technology I
- Computer Technology II
- Desktop Publishing

COMPUTER TECHNOLOGY PROGRAM

The Computer Technology Program consists of a minimum of four units, which must include all of the required courses listed below and at least one of the following courses listed. If the required courses do not total 4 units, any business/marketing education course can be used to total 4 units.

Sample career options available to graduates of secondary programs include computer operator and administrative assistant. Career options open to graduates of post-secondary programs include computer programmer, network systems specialist, programmer analyst, database administrator, and information analyst.

Required Courses:

- Computer Technology I*
- Computer Technology II"
- Keyboarding

One or more of the following:

- Computer Programming
- Desktop Publishing

* MOUS (Microsoft Office User Specialist Core Level)

" MOUS (Microsoft Office User Specialist Expert Level)

MARKETING PROGRAM

The Marketing Program consists of a minimum of four units that must include all of the required courses listed below. If the required courses do not total 4 units, any business/marketing education course can be used to total 4 units.

Sample career options available to students successfully completing the secondary program in Marketing include sales associate, rental car agent, sales representative, and customer service representative. Career options open to graduates of post-secondary programs include buyer, real estate agent, advertising layout designer, advertising sales manager, marketing researcher, store manager, sales manager, consultant, market analyst, and business owner.

Required Courses:

Keyboarding/Business Computer Applications I
Computer Technology I
Marketing

One or more of the following:

Entrepreneurship
Hospitality and Tourism
Merchandising
Sports Entertainment Marketing

CHARLESTON COUNTY SCHOOL DISTRICT CUSTOM PROGRAMS

MULTIMEDIA CLUSTER

Computer Technology I (1 unit)
Computer Technology II or Desktop Publishing
Keyboarding

CREATIVE MARKETING

Computer Technology I (1 unit)
Desktop Publishing
Keyboarding/Business Computer Applications
Marketing (1 unit)

SMALL OFFICE ADMINISTRATION

Accounting
Business Computer Applications or Computer Technology I (1 unit)
Keyboarding
Marketing

BUSINESS AND MARKETING EDUCATION

ACCOUNTING I

Accounting I is designed to provide an introduction to accounting principles and procedures for recording financial information in a business, manually and electronically. Students are introduced to recording accounting transactions through the use of computer software. Accounting I provides students with entry-level skills in the accounting profession and/or a foundation for continued study in accounting or in a related business field. This course may be counted toward college credit if you enroll in the Office Technology Systems Associate Degree Program at Trident Technical College and meet all the requirements. (See your business education teacher or guidance counselor for details.)

Course Number	500100 TW	Prerequisite	Keyboarding Proficiency
Appropriate Grade	Grade 10, 11 or 12	Credit	1 unit

ACCOUNTING II

Accounting II expands the student's understanding of accounting to include subsystems, subsidiary ledgers and internal control procedures. The student develops competence in using subsidiary ledgers in preparing financial statements and in performing end-of-period procedures. The student will demonstrate the use of accounting principles through the use of computer software and simulated activities. Students who qualify may have the opportunity to earn an additional elective unit of credit through participation in co-op. This course may be counted toward college credit if you enroll in the Accounting Associate Degree Program at Trident Technical College and meet all the requirements. (See your business education teacher or guidance counselor for details.)

Course Number	500500 TW	Prerequisite	Accounting I and	Keyboarding Proficiency
Appropriate Grade	Grade 11 or 12	Credit	1 unit	

PAIRED COURSES (The student will be enrolled in both classes.)

KEYBOARDING

Keyboarding develops skills in entering alphanumeric information quickly and accurately on an electronic keyboard. Using the touch method, students master the keyboard including the ten-key pad. Emphasis is placed on the development of proper techniques, correct fingering, speed, and accuracy. Students will develop skill in keying, formatting, and editing problems such as letters, memos, reports, and announcements. This course may count toward college credit if you enroll in the Medical Assisting Program at Trident Technical College and meet all the requirements. *This course may meet part of the computer science requirement for graduation.*

Course Number	510000TH	Prerequisite	None
Appropriate Grade	Grade 9,10,11 or 12	Credit	Vi unit

BUSINESS COMPUTER APPLICATIONS

Business Computer Applications provides instruction in the use of software for database, spreadsheet, graphics, and word-processing applications, to analyze and solve business-related problems. As part of the course, students will develop to PowerPoint presentations for their portfolio. This course is recommended for students who are not planning to major in Business, Marketing and Computer Technology Education. This course may meet the computer science requirement for graduation.

Course Number	500800 TH	Prerequisite	Keyboarding
Appropriate Grade	Grade 9,10, 11 or 12	Credit	& unit

COMPUTER PROGRAMMING I

Computer Programming I emphasizes the fundamentals of computer programming. Students study the development of computer programs; the use of computers in storing, retrieving, and processing information; the functional aspects of computer hardware systems; programming languages; and the implementation of computer programs. Students receive practical experience in programming.) *This course may meet the computer science requirement for graduation.*

Course Number	505000 TW
Prerequisite	Computer Technology
Appropriate Grade	Grade 10, 11 or 12
Credit	1 unit

COMPUTER PROGRAMMING II

This course is a continuation of Computer Programming I. Students who qualify may earn an elective unit of credit by participating in co-op. *This course may meet the computer science requirement for graduation.*

Course Number	505200 TW	Prerequisite	Computer Programming I
Appropriate Grade	Grade 11 or 12	Credit	1 unit

COMPUTER TECHNOLOGY I

Computer Technology I is designed to teach students computer concepts as related to processing data into useful information by using database, spreadsheet, word processing, and presentation software. Because the design of this course is to prepare students for Microsoft Office User Specialist (MODS) Certification, the emphasis is on speed, accuracy, and production using proper keyboarding techniques. This course may be counted toward college credit if you enroll in the Computer Technology Associate Degree Program at Trident Technical College and meet all the requirements. (See your business education teacher or guidance counselor for details.) *This course may meet the computer science requirement for graduation.*

Course Number	502100 TW	Prerequisite	Keyboarding
Appropriate Grade	Grade 10, 11 or 12	Credit	1 unit

COMPUTER TECHNOLOGY II

Computer Technology-II is designed to teach the student advanced computer concepts as related to processing data into useful information needed in business situations by using advanced database, spreadsheet, word processing, and presentation software capabilities. Because the design of this course is to prepare students for Microsoft Office User Specialist (MOUS) Certification, the emphasis is speed, accuracy, and production using proper keyboarding techniques. *This course may meet the computer science requirement for graduation.*

Course Number	502100 TW	Prerequisite	Computer Technology I
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Appropriate Grade Grade 10,11 or 12 Credit 1 unit

PAIRED COURSES (Student will be enrolled in both courses.)

HONORS INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (1TGS) SL

Honors ITGS is the first of two courses needed to complete the requirements for IB ITGS. IB candidates pursuing a sixth subject Standard Level (SL) unit need to also sign up for IB ITGS and must register with the IB Coordinator. Students will submit coursework for examination at the completion of this course.

Course Number	549901	HW	Prerequisite	Computer Technology I
Appropriate Grade	Grade 11	Credit	1 unit	

IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS) SL

IB candidates pursuing a sixth subject Standard Level (SL) unit in IB ITGS must register with the IB Coordinator and submit coursework for examination at the completion of this course.

Course Number	549902	AW	Prerequisite	Computer Technology 1 and Honors ITGS
Appropriate Grade	Grade 11	Credit	1 unit	

DESKTOP PUBLISHING/COMPUTER GRAPHICS

This course is an expansion of office computing incorporating the use of a microcomputer-based system and software with graphic capabilities to produce publication materials in which typeset text and graphics have been integrated on the page using accepted journalism and presentation techniques. The major objective of the course is to produce desktop-published camera/copy ready masters for reproduction. ***This course may meet the computer science requirement for graduation.***

Course Number	517600	TW
Prerequisite	Keyboarding/BCA or Computer Technology	
Appropriate Grade	Grade 10,11 or 12	
Credit	1 unit	

ENTREPRENEURSHIP

Entrepreneurship is designed to provide a general overview of the American enterprise system with special emphasis being placed on small business ownership. An important part of the course will be development of business and managerial leadership skill as they relate to the functions of controlling a small business.

Course Number	504000	TW	Prerequisite	Keyboarding/BCA
Appropriate Grade	Grade 11 or 12	Credit	1 unit	

HOSPITALITY AND TOURISM I

This course focuses on broad transferable skills and stresses understanding and demonstration of the following elements of the travel and tourism industry: planning; marketing; management; finance; operations; technical and production skills; underlying principles of technology; human relations; labor issues; community issues; and health, safety, and environmental issues.

Course Number	547600	TW	Prerequisite	Marketing and Keyboarding/BCA
Appropriate Grade	Grade 10,11 or 12	Credit	1 unit	

INTERNATIONAL BUSINESS & MARKETING

International Business & Marketing is designed to provide students with the knowledge and skills needed for entry-level international business operations, as well as an understanding of the economic and cultural concepts of domestic and international business.

Course Number	503200	TW	Prerequisite	none
Appropriate Grade	Grade 10, 11 or 12	Credit	1 unit	

VIRTUAL ENTERPRISE

Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in a real business environment. With the guidance of a teacher ("consultant") and real-world business partners, the students determine the nature of their business, its products and services, its management and structure, and engage in the daily operations of

running a business. Emphasis is placed on using current business software, communications, and the Internet for business transactions.

Course Number	515000 TW
Prerequisite	Keyboarding/Business Computer Applications AND/OR Computer Technology, PLUS one additional Business/Marketing Course
Appropriate Grade	Grade 11 or 12
Credit	1 unit

MARKETING

Marketing introduces marketing concepts; examines the economic, marketing and business, and human resource fundamentals; of marketing; and overviews the marketing functions of selling, promotion, distribution, risk management, pricing, purchasing, marketing information management, product/service planning, and financing.

Course Number	542100 TW	Prerequisite	none
Appropriate Grade	Grade 10 or 11	Credit	1 unit

MERCHANDISING

Merchandising continues the analysis of the marketing functions by examining human resource foundations, marketing and business fundamentals, distribution, promotion, and selling as applied in merchandising. Students may receive an elective unit of credit by participating in co-op. This course may count toward college credit if you enroll in the General Business Associate Degree, Retailing/Marketing Specialty Program at Trident Technical College and meet all the requirements. (See your marketing education teacher or guidance counselor for details.)

Course Number	543100 TW	Prerequisite	Marketing
Appropriate Grade	Grade 10,11 or 12	Credit	1 unit

SPORTS AND ENTERTAINMENT MARKETING

Sports and Marketing Entertainment Marketing is for students who wish to pursue careers in the various areas of the sports industry. This includes careers in box office, group sales, public sales, marketing, operations, development and sports programming.

Course Number	542500 TW	Prerequisite	none
Appropriate Grade	Grade 10,11 or 12	Credit	1 unit

BUSINESS AND MARKETING WORK-BASED CREDIT

Students may be awarded credit for School-to-Careers Transition Work-Based Experiences that meet acceptable criteria.

Course Number	549000 TH	(Half Unit Course)
Course Number	549000 TW	(Whole Unit Course)
Prerequisite	Concurrently enrolled in a Business and/or Marketing course	
Appropriate Grade	Grade 10,11 or 12	
Credit	Yz unit or 1 unit	

NETWORKING I

Networking I includes, but not limited to. safety, networking, network terminology and protocols, network standards, local-area networks (LANs), wide-area networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools, routers, router programming, Ethernet, and Internet Protocol (IP) addressing. Particular emphasis is given to the use of decision-making and problem-solving techniques in applying science, mathematics, communication, and social studies concepts to solve networking problems. In addition, instruction and training are provided in applying science, mathematics, communication and use of networking software, tools, and equipment and all local, state, and federal safety, building, and environmental codes and regulations.

Course Number	531000 TW	Prerequisite	Algebra II or A+ Certification
Appropriate Grade	Grade 11	Credit	1 unit

BROADCAST JOURNALISM

This course focuses on creating storyboards, video/audio editing, speaking "On the Air", writing broadcast leads, editing copy, interviewing techniques, using camcorders, and creating the weekly JIHS morning show.

Course Number	529903 TW
Prerequisite	BCA or Computer Technology I and CP English I
Appropriate Grade	Grade 10-12
Credit	1 CTEE Elective credit

CHILD DEVELOPMENT

Child Development is the study of human growth and development from conception through ages five. Students learn the care and guidance of young children relative to the physical, social, emotional, and mental developmental tasks. The knowledge, skills, attitudes, and understandings gained will prepare students to assume parental roles and/or careers involving the care and nurturance of the young.

Course Number 580000 TH	Prerequisite	None
Appropriate Grade	Grade 9-12	Credit
		unit

HUMAN SEXUALITY

Human Sexuality is designed to provide male and female students with accurate information about their own sexuality and personal feelings relative to sexual growth and development. Emphasis is given to acquiring knowledge and understanding of the physical and emotional maturation process and the human reproductive systems. The goal of this course is to enable students to form a well-defined, positive self-image and an awareness of their individual strengths, limitations, and values.

Course Number 583400 TH	Prerequisite	None
Appropriate Grade	Grade 9-12	Credit
		1/2 unit

The emphasis of Consumer Sciences Education is the family. The Instructional program includes life skills training to help individuals and families improve their home and community environment. This curriculum provides a foundation for furthering a student's education at the post secondary level, but is not an occupational

PAIRED COURSES (The student will be enrolled in both courses.)

CLOTHING AND TEXTILES I AND II

Clothing and Textiles I provide students with basic skills in clothing construction. Skill in the operation and maintenance of the home sewing machine basic hand sewing techniques, pattern interpretation and layout, and garment construction will be acquired through a combination of teacher demonstrations and student practice and application. Basic techniques are acquired from laboratory experiences.

Clothing and Textiles II is for the student who has exhibited skill and personal satisfaction from learning experiences in Level I. Class projects will be highly individualized and selected primarily for the new knowledge/skill to be gained through their completion. Two garments must be completed each nine weeks to receive credit for the course.

Course Number 580400 TW	Prerequisite	None
Appropriate Grade	Grade 9-12	Credit
		1 unit

CONSUMER AND HOMEMAKING

The physical, social, economic and cultural needs of individuals and families form the basis of this Consumer and Homemaking course. Instruction focuses on the skills of homemaking and the management of the dual roles of homemaker and wage earner. Classroom and laboratory experiences emphasize the acquisition of knowledge and the development of understandings, attitudes, and skills relevant to personal, home, and family life roles and responsibilities.

Course Number 580800 TW	Prerequisite	None
Appropriate Grade	Grade 9-12	Credit
		1 unit

EDUCATION FOR PARENTHOOD I AND II

Education for Parenthood I is designed to provide students with Information and experiences that will give them sound, positive insight into the roles and responsibilities of parenting. Learning experiences will focus on the parent and the skills essential for males and females to function effectively, to satisfy the specific needs of children.

Education for Parenthood II expands on knowledge acquired in Level I and will stress the long-term nature of the parenting commitment by examining the role, responsibility and interpersonal relationship changes that will occur as the family life cycle progresses. Learning experiences will address unique needs of individuals, managing parenthood and gainful employment, single parenting, and utilizing community resources.

Course Number	581600	TW	Prerequisite	None
Appropriate Grade	Grade 9-12		Credit	1 unit

FAMILY LIFE AND EDUCATION I AND II

Family Life Education I emphasizes the family as the basic unit of society while exploring the complexities of marriage and family life in a changing society. The establishment and maintenance of interpersonal relationships, preparation for marriage and family life, and the management of resources to achieve individual and family goals are emphasized in this course.

Family Life Education II is a continuation of Level I and stresses the role the individual must assume to improve family life. Effective personal development and maximum use of human and material resources are emphasized. The goal of this course is to establish the framework for better marriages and more stable families in which members enjoy a climate for positive growth and socialization.

Course Number	582000	TW	Prerequisite	None
Appropriate Grade	Grade 9-12		Credit	1 unit

FOODS AND NUTRITION I AND II

Foods and Nutrition I includes the principles of nutrition and the relationship of nutrition to individual health and well-being. Teacher demonstrations and guided laboratory experiences enable students to gain skills in the selection, preparation, and care of food.

Foods and Nutrition II is for the student who has exhibited skill, personal satisfaction and a keen interest in nutrition and food preparation from prior learning experiences in level I. Students learn the historical, cultural, social, and psychological influences of food with emphasis on nutrition and family health. Meal planning and preparation enhance instruction to help individuals become responsible consumers in meeting the nutritional needs of the family. This course may count toward college credit if you enroll in the Culinary Arts Diploma Program at Trident Technical College and meet all the requirements. (See your foods and nutrition teacher or guidance counselor for details.)

Course Number	582400	TW	Prerequisite	None
Appropriate Grade	Grade 9-12		Credit	1 unit

HOUSING AND HOME FURNISHING I AND II

Housing and Home Furnishings I is designed to help students understand housing needs and acquire knowledge and skills which enable them to make housing decisions in the future. The role of the home in creating a favorable climate for family living is stressed. Housing styles, home furnishings and equipment and the principles of interior design are studied and analyzed.

Housing and Home Furnishings II is designed to be an activity-oriented course for students who have demonstrated a keen interest in housing and interior design in Level I. Independent learning experiences involve students in house plan evaluation, housing selection, and the financial aspects of housing, and furnishing and equipping the home.

Course Number	583000	TW	Prerequisite	None
Appropriate Grade	Grade 9-12		Credit	1 unit

FREQUENTLY ASKED QUESTIONS

If a student has earned 16 credits and can enroll in courses needed for graduation, will the student be classified as a seminar?

No. Students' grade classification will not be changed in mid-year. A student's grade classification will be assigned at the beginning of the academic year in August, and the student will have that same grade classification for the entire academic year. One of the main reasons for following this traditional practice involves the South Carolina High School Exit Exam,

beginning in the 10th grade. Changing grade classifications for the Spring Term would put some first-year high school students into the Exit Exam group with second-year high school students a year ahead of schedule.

Yes. Students who have earned 16 credits and are enrolled in the required and elective courses to earn the additional credits will be classified as a senior at the beginning of the school year.

Can rising Seniors arrange their schedules so that they will complete all graduation requirements in a the Fall Term?

No. It will not be possible to honor requests for a schedule change to move a course from the Spring Term to the Fall Term for the purpose of completing graduation requirements early. The central purpose in moving to a block schedule at James Island Charter High School is to increase learning opportunities for our students so they will be better prepared for post-secondary education or the workforce. Using the block schedule as a way to exit school with even fewer course experiences runs contrary to this purpose. Scheduling procedures and schedule change procedures, therefore, will not be modified solely to assist a student in graduating early. However, "early outs" will be granted according to current school guidelines.

Our priority in scheduling and in making schedule changes is to ensure that all students are enrolled in challenging courses that match their career interests and abilities. Because our teaching staff works for the entire school year, we must have a balance of courses in each subject for both the Fall and Spring Terms. Changing schedules for the purpose of early graduation may have the effect of creating unbalanced section sizes. In addition, our guidance counselors will be very busy making those critical schedule changes that are necessary because some students will need to re-take courses in order to graduate with their class and because some students will need to make last-minute course changes in order to enroll in courses that reflect a change in their career interests.

Nevertheless, some rising seniors will find that their schedule works out in such a way that they will indeed finish the last few credits needed to satisfy the requirements needed for a South Carolina diploma at the end of their Fall Term. Seniors who desire to withdraw for the Spring Term, having completed all graduation requirements will be allowed to do so without penalty.

As a senior, may I take only one or two courses?

No. The State Department of Education requires a student to be in attendance 200 minutes each day or 1,000 minutes each week. A senior must be enrolled in courses equivalent to 5 units. Co-op training may count as the fifth unit in Grade 12.

If I am taking a course and the enrollment drops below 10, will the course continue?

No. When the enrollment falls below 10, any course is subject to being dropped. These may include AP as well as Honor courses.

Seniors who withdraw during the Spring Term should however bear in mind the following points:

- Graduation ceremonies for our high school will take place at the end of the 180-day school calendar. Students, who have withdrawn in good standing, having met all graduation requirements, will be invited to participate in the graduation ceremonies.
- « Diplomas will be issued on the graduation ceremony date. A student who has completed graduation requirements prior to that time will not be issued a diploma for an earlier date. A student, who wishes to have a credential issued earlier than the graduation ceremony date, may submit a written request for a transcript that will reflect his status. The principal, will also write a letter indicating that the student has met South Carolina high school graduation requirements.
- Once withdrawn, students may not participate in any school activities, other than the graduation ceremony that require student enrollment status. In other words, withdrawn students will not enjoy any privileges or services that are accorded to enrolled students.

The computer schedules classes. Placement in sections is determined randomly. Pre-registration is used each year to determine the classes needed for the next fall and teachers are hired according to that need. The parental guardian and student must sign the completed registration form. No changes should be needed unless a course is failed, Prerequisites have not been met, a course selected will not be offered, or selections are found by counselor to be inappropriate.

Students and parents must realize that perfect situations cannot be expected and that such reasons as wanting to be in classes with friends, to have a certain period for lunch, or to have a different teacher will not be considered valid reasons for allowing schedule changes. Adjusting to new circumstances and situations is an important skill to be developed in high school. Students and parents should study carefully subject choices before the registration form is submitted.

Information presented in this Program of Studies is current as of March 14, 2002. As laws, policies and regulations are modified updates may be necessary.

Appendix C

The Budget

Financial Index

Revised 1/21/03

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JAMES ISLAND CHARTER HIGH SCHOOL FINANCIAL SUMMARY

The proposed budget for JICHHS (James Island Charter High School) is based on the general operating expenditures for the school over the past three years, as provided by CCSD (Charleston County School District).

FYE 2000 -\$5,039,828

FYE 2001-\$5,537,394

FYE 2002-\$5,710,430

Funding for the first operational year will be based on the audited expenditures for year ending 2002. The audit for this period is scheduled to be published in December 2002. The projections included here are based on the budgeted amount for YE 2002 of \$229,994,477. Once the audit report is available, a more accurate calculation can be made.

The proposed budget has been developed for the first year of operation, which is FYE 2004- Consequently, inflation factors have been included for the years ending 2003 and 2004, The inflation factors are generally 2% for each year. These factors have also been applied to projected expenditures for the balance of the charter period years two (2) through five (5).

Additional projected expenditures have been included for the functions currently performed at the CCSD central office and not allocated to the school in prior years. These functions include fiscal services, student transportation, security, technology and data processing services, human resource activities, outside auditing services, solid waste disposal, pest control and legal services. Also included is an estimate to cover insurance premiums for tort and liability, property damage, workers compensation and unemployment.

Included as items separate from general operating expenditures are projections for pupil activities (interscholastic, athletics, band, etc.) and food service. These funds are held outside the general operating funds and will have to be addressed at the appropriate time. Special State funds and grants are also projected separately because they are accounted for separate from the general operating fund and should represent a flow-through.

Capital outlay has not been addressed in these documents due to the vagueness of the law, accounting practices by CCSD, and difficulty in projecting any needs at this time.

A contingency in the amount of \$ 100,000 has been included due to uncertainties. These uncertainties include:

1. An aggressive risk management program currently operated by CCSD. The premiums for less risk is undeterminable until serious investigation with insurance brokers can take place.

2. Lack of negotiation for services by CCSD on behalf of JIHS.
3. Bidding for outsourcing specific functions.
4. Differences in interpretation of the charter law by JIHS and CCSD.
5. Vagueness in the charter law relative to certain aspects and formulas.

An undesignated GOF reserve in the amount of \$430,250 representing approximately 5% of general operating funding will be established the first year for ongoing contingencies and modeled after a similar fund created in 1995 by CCSD.

Three separate reserves for \$300,000 each will be established the first year and earmarked for creation of innovative programs to improve the education process within the spirit of the charter law. These programs have yet to be designed, awaiting election of a permanent charter Board of Directors and approval of the charter application.

Revised 01/21/03

JAMES ISLAND CHARTER HIGH SCHOOL
FIRST YEAR DRAFT BUDGET (FYE 2004)

Revision #4 1/21/03

REVENUE				
Obj Code	I	Source	Amount	%
			\$9,025,944	
		CCSD General Operating Funds	\$617,910	02.5%
		Special Revenue Fund (Grants)	\$251,514	5.7%
		Education improvement Act (EIA)	\$528,356	2.3%
		Pupil Activity Fund	\$510,917	4.8%
		Food Service Fund	\$0	4.7%
		internal Service Fund		0.0%
		TOTAL REVENUE	\$10,934,641	100.0%

EXPENSES				
Operating Expenses				
110	Salary- Administrative	\$100,583	1.1%	
111	Principal /Asst. Principal	\$273,949	3.0%	
112	Salary-Teachers/Professional Educators	\$3,943,956	43.7%	
113	Salary*Other Professional	\$35,103	0.4%	
114	Salary-Technical	\$27,195	0.3%	
115	Salary-Teachers Assistants/Clerical	\$217,683	2.4%	
119	Salary Service Work	\$30,611	0.3%	
122	Salary-Teacher Substitutes/Temporary	\$51,410	0.6%	
125	Salary Temporary Teacher/Asst/Clerk	\$316	0.0%	
135	Salary-Overtime	\$2,691	0.0%	
142	Salary Supplement	\$92,159	1.0%	
210	Group Health & Ufa	\$393,472	4.4%	
220	Employee Retirement	\$512,435	5.7%	
230	Social Security	\$361,879	4.0%	
260	Unemployment Compensation	\$2,790	0.0%	
270	Workers' Compensation Premiums	\$32,556	0.4%	
		\$6,078,788	67.3%	
<i>Purchased Services</i>				
310	Professional & Technical Services	\$15,000	0.2%	
311	Instructional Services	\$13,941	0.2%	
312	Instructional Programs	\$5,000	0.1%	
314	Staff Services	\$10,000	0.1%	
316	Data Processing Services	\$6,543	0.1%	
318	Audit Services	\$5,000	0.1%	
319	Legal Services	\$25,000	0.3%	
		\$80,484	0.9%	
<i>Property Services</i>				
320	Property Services	\$194,255	2.2%	Note
321	Public Utility Services-Water & Sewage	\$50,610	0.6%	
323	Repairs & Maintenance Services	\$210,868	2.3%	Note
329	Other Property Services	\$1,896	0.0%	
	<i>Total Property Services</i>	\$457,629	5.1%	
<i>Transportation Services</i>				
331	Student Transportation	\$183,105	2.0%	Note
332	Local Travel	38,431	0.1%	
333	Curricular Field Trips	\$1,880		
334	Extra Curricular Filed Trips	\$2,312		
338	Out of County Travel	\$32,364	0.4%	
	<i>Total Transportation Services</i>	\$228,092	2.5%	

<i>Miscellaneous Purchased Services</i>				Notel
340	Communication-Telephone	\$18,295	0.2%	
342	Communication-Pager/Cellular Phone	\$302	0.0%	Notel
345	Technology Purchased Services	\$41,159	0.5%	
360	Printing and Binding	\$4,060	0.0%	
395	Other Professional & Technical Services	\$31,990	0.4%	
399	Other Purchased Services	\$31,145	0.3%	
	<i>Total Miscellaneous Purchased Services</i>	\$126,951	1.4%	
<i>Supplies and Materials</i>				
410	Supplies	\$105,317	1.2%	
420	Text Books	\$20,400	0.2%	
430	Library Books	\$7,251	0.1%	
440	Periodicals	\$856	0.0%	
445	Technology & Software Supplies	\$82,180	0.9%	
470	Energy-Electricity	\$235,000	2.6%	
	<i>Total Supplies and Materials</i>	\$451,004	5.0%	
<i>Capital Outlay</i>				
540	Equipment	\$13,200	0.1%	
545	Technical Equipment & Software	\$26,120	0.3%	
	<i>Total Capital Outlay</i>	\$39,320	0.4%	
<i>Administration & Overhead</i>				
640	Organization Memberships & Dues	\$9,180	0.1%	
650	Liability/Tort Insurance	\$92,565	1.0%	
651	Other Litigation/Settlements	\$2,876		
652	Building & Fire Insurance	\$14,378	0.2%	
690	Other	\$1,347	0.0%	
392	Solid Waste Management Fee	\$13,080	0.1%	
	<i>Total Admin & OH</i>	\$133,426	1.5%	
	<i>Sub Total Operating Expenses</i>	\$7,595,694	84.2%	
<i>Contingencies & Reserves</i>				
	Contingency for Expenses	\$100,000	1.1%	
	Undesignated General Fund Balance	\$430,250	4.8%	
	Reserve Advanced Curriculum Programs	\$300,000	3.3%	
	Reserve Future Expansion	\$300,000	3.3%	
	Reserve for Special Incentive Programs	\$300,000	3.3%	
	<i>Total Contingencies & Reserves</i>	\$1,430,250	15.8%	
Total	Operating Expenses Plus			
	Contingencies & Reserves	\$9,025,944	100.0%	

SPECIAL FUNDING EXPENSES			
<i>Special Revenues Fund (Grants)</i>			
	Individuals with Disabilities Education Act	\$100,298	16.2%
	Reduction of Class Size	\$301,519	46.8%
	Vocational Education	\$30,456	4.9%
	ROTC	\$68,391	11.1%
	Special Career Guidance	\$21,696	3.5%
	Special Education	\$14,936	2.4%
	Speech Handicapped	\$0	0.0%
	Visually Handicapped	\$5,702	0.9%
	Resource Officers	\$34,732	5.6%
	Nursing Services	\$39,980	6.5%
<i>Total Special Revenues Funds</i>		\$617,910	100.0%
<i>Education Improvement Act (EIA)</i>			
	School Innovation Funds	\$118,491	47.1%
	Advanced Placement	\$16,151	6.4%
	Networking Program	\$23,184	9.2%
	PMH Services	\$1,258	0.5%
	National Board Certification	\$0	0.0%
	Professional Development on Standards	\$2,045	0.8%
	Academic Assistance Act 4-12	\$78,485	31.2%
	EIA Teacher Supplies	\$11,900	4.7%
	EIA Principal Salary/Fringe	\$0	0.0%
<i>Total EIA</i>		\$251,514	100.0%
<i>Other Special Funds</i>			
660	Pupil Activity Funds	\$528,356	50.8%
	Food Service Funds	\$510,917	49.2%
	Internal Service Funds	\$0	0.0%
		\$1,908,697	
		\$10,934,641	
<i>Total Other Special Funds</i>		\$1,039,273	100.0%
<i>Total Special Funding Expenses</i>			

Grand Total Expenses

Note 1: Review of the original budget submitted by the James Island Charter Committee by CCSD personnel resulted in recommended increases in certain elements of the budget. The James Island Charter High School Committee does not agree with some of these increases because they are based on different interpretations of the State Charter Law, and/or normally acceptable standards. We have included these additional expenses only to indicate that the budget remains balanced even if appeals and arbitrations should be unfavorable to JICHHS. Inclusion of the additional monies in no way waives our intention to negotiate, arbitrate, and/or appeal.

JAMES ISLAND CHARTER HIGHS SCHOOL STAFFING

A/O 01/20/03

<i>Position</i>	<i>Function</i>	<i>Object</i>	<i>Budgeted Number</i>	
High School Teachers	1140 High School Programs	112	64.1	\$2,488,131
ROTC Instructor	1140 High School Programs	112	1.5	\$68,391
HS Drive Ed Simulator Teacher	1140 High School Programs	112	0.3	\$14,227
Strings Teacher	1140 High School Programs	112	0.3	\$11,641
Study Hal Proctor	1140 High School Programs	115	1	\$16,998
Teacher Ass t	1140 High School Programs	115	1	\$11,851
CTE Teacher Asst	1150 Vocational Programs	112	11	\$471,930
Voc Special Needs Teacher Asst	1151 Vocational Programs	112	2.45	\$101,932
Special Ed Asst	1205 Exceptional Programs	115	2	\$23,381
EMOSC Teacher	1210 Educabte Mentally HC	112	2	\$92,594
TMD/PMD Teacher	1220 Trainable Mentally HC	112	1	\$50,827
TMD/PMD Asst Teacher	1220 Trainable Mentally HC	115	2	\$30,731
01 Teacher	1230 OrthopedicallyHC	112	0.1	\$4,206
VI Teacher	1240 Visually HC	112	0.3	\$13,389
H1 Teacher	1250 Hearing HC	112	0.5	\$24,454
Speech Teacher	1260 Speech HC	112	0.1	\$4,177
LDSC Teacher	1270 Learning Dis	112	2	\$82,566
LD Resource Teacher	1270 Learning Dis	112	4	\$165,132
Career Guidance	2120 Guidance Services	112	0.6	\$25,707
Guidance Director	2122 Guidance Services	110	1	\$59,395
Guidance Counselor (9)	2122 Guidance Services	112	3	\$115,619
Student Concern Spec	2122 Guidance Services	114	1	\$26,662
Health Service Specialist	2134 Health Services	114	0	\$0
Media Spec (10)	<u>yyv</u> ^ LtoraryA Media Serv	112	1	\$53,541
Media Spec (9)	2222 Library & Media Sen/	112	1	\$52,343
Media Clerk	<u>itt?</u> Library 4 Media Serv	115	1	\$14,295
Principal	2331 School Administration	111	1	\$82,193
AssL Prin	2331 School Administration	111	3	\$186,384
Administration Manager	2331 School Administration	110	1	\$40,000
Other Professional Classified	2331 School Administration	113	1	\$34,415
School Secretary (12/39)	2331 School Administration	115	1	\$29,819
Bookkeeper (12/37)	2331 School Administration	115	1	\$20,316
Stud Data Clerk (12/35)	2331 School Administration	115	1	\$31,253
Cleric Typist (10734)	2331 School Administration	115	1	\$14,711
General Clerk (10V31)	2331 School Administration	115	1	\$20,060
Service Work Salary	2543 Operations & maint	119	1	\$15,122
Service Work Salary	2547 Operations & malnt	119	1	\$14,889
Total General Funds Staffing			117.3	\$4,513,084
Special Revenue Staffing				
ROTC Instructor	1140	112	1.50	\$68,391
High School Teacher	1140	112	6.08	\$236,004
CTE Specialist	1150	112	0.20	\$8,582
Voc Special Needs Teacher	1151	112	0.50	\$20,803
Special Ed Asst	1205	115	0.00	\$0
Special Ed AssL	1205	115	1.00	\$11,691
01 Assistant	1230	115	1.00	\$17,785
Orientation & Mobility Instructor	1240	113	0.10	\$4,453
Speech Teacher	1260	112	0.00	\$0
ED Teacher	1280	112	1.00	\$38,816
ED Assistant	1280	115	1.00	\$17,785
Career Guidance	2120	112	0.40	\$17,138
Nurse	2134	114	1.00	\$26,572
			13.78	\$468,029
Total Special Revenue Funds			131.1	
Student Enrollment			1,538	

JAMES ISLAND CHARTER HIGH SCHOOL
GOF DISTRIBUTION CALCULATIONS FORMULA AND ESTIMATES FOR CHARTER PERIOD (5 YRS)

FISCAL YEAR ENDING PROJECTIONS	Est04	EstOS	Estoe	Est07	EstOS
FISCAL YEAR ENDING BASE	02	03	04	05	06
ESTIMATED GOF EXPENDITURES	\$229,994,477	\$241,751,979	\$246,587,019	\$251,518,759	\$256,549,134
INTERGOVERNMENTAL TRANSFERS	\$0	\$0	\$0	\$0	\$0
NET GOF EXPENDITURES	\$229,994,477	\$241,751,979	\$246,587,019	\$251,518,759	\$256,549,134
RAW PUPIL COUNT	43,783	43,783	43,783	43,783	43,783
WEIGHTED PUPILS	52,704.47	52,704.47	52,704.47	52,704.47	52,704.47
FACTOR	20.4%	20.4%	20.4%	20.4%	20.4%
PER PUPIL AMOUNT	\$4,363.85	\$4,586.94	\$4,678.67	\$4,772.25	\$4,867.69
INFLATION FACTOR (YR1)	3.04%	2.00%	2.00%	2.00%	2.00%
INFLATION FACTOR (YR 2)	2.00%	2.00%	2.00%	2.00%	2.00%
ESTIMATED PER PUPIL	\$4,602.47	\$4,772.25	\$4,867.69	\$4,965.05	\$5,064.35
RAW PUPIL COUNT (JIHS)	1,538	1,538	1,538	1,538	1,538
WEIGHTED PUPIL COUNT (JIHS)	1,961.11	1,961.11	1,961.11	1,961.11	1,961.11
FACTOR	27.5%	27.5%	27.5%	27.5%	27.5%
PROJECTED PAYMENTS TO CHARTER SCHOOL	\$9,025,944	\$9,358,902	\$9,546,080	\$9,737,001	\$9,931,741

JAMES ISLAND CHARTER HIGH SCHOOL
PROJECTED OPERATING BUDGET YEARS TWO THROUGH FIVE

Rev #4 1/21/03

<u>Object</u>	<u>Description</u>	Year 2	Year 3	Year 4	Year 5
100	Personnel Salaries	\$4,775,656	\$4,871,169	\$4,968,593	\$5,067,964
200	Personnel Fringe Benefits	\$1,303,132	\$1,329,195	\$1,355,779	\$1,382,894
310	Purchased Services	\$85,360	\$87,067	\$88,809	\$90,585
320	Property Services	\$466,782	\$476,117	\$485,640	\$495,352
330	Transportation Services	\$112,826	\$115,083	\$117,384	\$119,732
340	Misc. Purchased Services	\$20,228	\$20,633	\$21,045	\$21,466
360	Printing and Binding	\$3,101	\$3,163	\$3,226	\$3,291
390	Other Purchased Services	\$105,694	\$107,808	\$109,964	\$112,164
400	Supplies and Materials	\$460,024	\$469,224	\$478,609	\$488,181
500	Capital Outlay	\$40,106	\$40,908	\$41,726	\$42,561
640	Organization Memberships/Dues	\$9,364	\$9,551	\$9,742	\$9,937
650	Insurance	\$112,015	\$114,255	\$116,540	\$118,871
690	Other	\$1,374	\$1,401	\$1,430	\$1,458
	Sub Total Operating Expenses	\$7,495,662	\$7,645,575	\$7,798,487	\$7,954,457
	Contingencies & Educ Imprvmt Programs	\$1,863,240	\$1,900,505	\$1,938,514	\$1,977,284
	Total Operating Expenses	\$9,358,902	\$9,546,080	\$9,737,001	\$9,931,741

Appendix D

Voting Process

The Voting Process

Prior to the parent and teacher votes, the Charter Committee conducted a number of public meetings for teachers, parents/guardians and community. Those meetings were scheduled, with notice given by a variety of means, as follows:

July 2002

Notice of a meeting to discuss a proposed charter was telephoned to parents of previous year's Ninth, Tenth, and Eleventh Grade students. An abbreviated notice of the same was posted on the school marquee along Ft. Johnson Road. Invitation was extended to the Associate Superintendent for District 3 of the Charleston County School District and District staff.

A public meeting with representatives of other charter schools and associations was conducted in the James Island High School Media Center, attended by community representatives, state legislator, parents, teachers, students, and the media, allowed the Charter Committee to introduce the proposed charter document. Copies of the proposed charter were posted on the Committee's web site, and printed copies for public access were delivered to the two public libraries located on James Island.

The Committee's web site encouraged submittal of questions about charter schools and the proposed draft. The Committee, through return email, answered individual questions.

The Office of the Superintendent of the Charleston County School District conducted a public meeting to discuss charter schools at the Gaillard Municipal Auditorium. Notice of the public meeting was repeatedly published in the Post & Courier Newspaper and subject of flyers mailed and posted to parents and members of the community. The meeting featured presentations from employees of the South Carolina Department of Education and others.

August 2002

An evening public meeting was conducted at the school. Notice of the meeting was given by telephone to parents, teachers, and interested others who attended the previous meeting. An abbreviated notice of the same was posted on the school marquee along Ft. Johnson Road. Invitation was extended to the Associate Superintendent for District 3 of

the Charleston County School District and District staff. The proposed charter was discussed. Consensus to changes to the proposal was obtained from the attendees. Changes to the proposed draft were made, and the revised draft of the charter document was published on the web site, with bound copies delivered to the libraries.

The web site facilitated instant email notice of any changes made to the web site.

Others, with views that opposed the conversion of James Island Charter High School, conducted two publicly advertised evening meetings within the community to discuss the proposed charter conversion. Parents, teachers, community members, and the media attended the meetings. Committee members attended the meetings to respond to all questions presented. One meeting was held at the James Island Middle School Auditorium, and the second in the social hall at a neighborhood church on James Island.

Notice of a charter forum discussion was sent with the invitation to James Island High School Teachers for the annual afternoon teacher luncheon at James Island High School. Principals of each school within the District 3 attendance zone and the Associate Superintendent of District 3 were invited to attend. The Charter Committee discussed the charter and addressed all charter conversion related questions posed.

Telephone calls, placed to parents, invited them to attend an afternoon public meeting at the media center at James Island High School. Teachers, parents, and community members attended this meeting, and the Committee reviewed and discussed the terms of the proposed charter.

A faculty meeting was held after school to discuss the proposed charter and the election process. A straw poll was conducted, the results of which showed an overwhelming support in favor of the conversion.

On August 28, the faculty and staff of James Island High School voted by secret paper-ballot. The ballot wording and format are shown as Figure 1. The League of Women Voters certified eligible voters in accord with the provisions of the South Carolina Charter School Act of 1996, as amended. The League of Women Voters, with

media in attendance to witness the procedures, certified the vote process, the count of the ballots, and the results. Invitation was extended to the Associate Superintendent for District 3 of the Charleston County School District and District staff. By a margin in excess of two-thirds of the vote, the faculty and instructional staff employed at James Island High School voted to support the conversion and charter application. The teacher vote represented one hundred percent (100%) participation of those eligible to cast ballot.

September 2002

Two evening public meetings were conducted at the school to examine charter. Notices of each meeting were given by placing telephone calls and reminder telephone calls to the home of each parent of a currently enrolled James Island High School student. Notice of the same was posted on the school marquee along Ft. Johnson Road. Teachers and members of the Committee conducted the meetings, and the meetings were attended by parents and interested others.

A copy of the proposed charter was mailed, postage prepaid, to the each currently-enrolled James Island High School student's parent/guardian of record.

October 2002

One evening public meeting was conducted at the school to examine charter. Notice of the meeting was given by placing telephone calls and reminder telephone calls to the home of each parent of a currently enrolled James Island High School student. Notice of the same was posted on the school marquee along Ft. Johnson Road. Teachers and members of the Committee conducted the meeting, and the meeting was attended by parents and interested others.

One unmarked ballot and one pre-addressed envelope to the League of Women Voters was attached to the Federal Card for every James Island High student enrolled through October 15, 2002. The League of Women Voters assigned each pre-addressed ballot envelope an identifying number, known only to them, and recorded the Official envelope. The ballot wording and format are shown as Figure 2. The ballot, pre-addressed envelope, and Federal Card were mailed, postage prepaid, to the student's parent/guardian of record. Parents were provided the options to mail or hand deliver the ballot by October 22, 2002, in the sealed Official envelope to the League of Women Voters. For any

parent/guardian who claimed that they had not received a Federal Card and ballot, the parent was required to sign for a replacement ballot and numbered Official Envelope from a numbered series provided by the League, and the replacement ballot was matched against the returned ballots to verify duplicates. No absentee ballots were requested.

On October 22, The League of Women Voters certified the Official Envelopes containing the ballots of parents/guardian of currently-enrolled students of James Island High School. The League of Women Voters, with media in attendance to witness the procedures, certified the count of the ballots and the results. Invitation to witness the ballot mailing and counting was extended to the Associate Superintendent for District 3 of the Charleston County School District and District staff. By a margin in excess of two-thirds of the vote, the parents/guardians of the currently-enrolled students of James Island High School voted to support the conversion and charter application.

Tabulated Voting Results

<u>Faculty Vote</u> -	Supporting _86_%	(Vote #_99_)
	Opposing _14_%	(Vote#_16_)

Total Number of Faculty Voting -	115
Number of Faculty Eligible To Vote -	115

Parent/Guardian Vote -	Supporting _76_%	(Vote #_806J
	Opposing _23_%	(Vote #_244J
	Undecided 1 %	(Vote # __ 7 J

Total Number of Parent/Guardians Voting -	1057
Number of Parent/Guardians Eligible To Vote -	1544

Sample Ballots:

Official Teacher Ballot for James Island High School
Conversion

Are you in favor of James Island High School becoming a
charter conversion school?

Circle One:

Yes

No

Official Parent/Guardian Ballot for James Island High School
Conversion

Are you in favor of James Island High School becoming a
charter conversion school?

Circle One:

Yes

No

Appendix E

Other Responses to Charleston County School District

Assurances

The Administration of the Charleston County School Board demands acceptance of specific assurances as a requisite for making a positive recommendation of this charter application. Applicant responds to the requirement by making part of its application those specific and following provisions of the required assurances that are not in conflict with the South Carolina Charter Schools Act of 1996, as amended.

The portions of the Assurances incorporated are:

1. The charter school will be a public, nonsectarian, nonreligious, nonhome-based, nonprofit corporation that operates within the public school district, but is accountable to the local school board of trustees of that district, which grants its charter.
2. The charter school is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
3. The charter school will be considered a school district for purposes of tort liability under South Carolina law, except that the tort immunity does not include acts of intentional or willful racial discrimination by the governing body or employees of the charter school. Employees of the charter school must be relieved of personal liability for any tort or contract related to their school to the same extent that employees of traditional public schools in their school district are relieved.
4. The charter school shall be subject to the Freedom of Information Act, including the charter school and its governing body.
5. If the charter school denies admission to a student, the student may appeal the denial to the school board of trustees. The decision is binding on the student and the charter school. For clarification, board of trustees refers to the Board of Directors of James Island Charter High School, and the decision of the Board of Directors of JICHHS may be appealed to the District 3 Constituent Board.
6. If the charter school suspends or expels a student, the school district has the authority but not the obligation to refuse admission to the student.
7. An approved charter application constitutes an agreement, and the terms must be the terms of a contract between the charter school and the sponsor.
8. A material revision of the terms of the contract between the charter school and the approving board may be made only with the approval of both parties.

9. The charter school shall assume liability for the activities of the charter school and agree that the charter school must indemnify and hold harmless the school district, its servants, agents, and employees, from any and all liability, damage, expense, cause of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.
10. Teachers and other employees of a converted school who desire to teach or work at the converted school may do so but shall remain employees of the local school district with the same compensation and benefits including any future increases. The converted charter school quarterly shall reimburse the local school district for the compensation and employer contribution benefits paid to or on behalf of these teachers and employees.
11. A charter may be approved or renewed for a period of ~~five~~ **ten** school years, however, the charter may be revoked or not renewed under the provisions of the South Carolina Charter School Act of 1996, as amended.
12. Upon dissolution of a charter school, its assets may not inure to the benefit of any private person. Any assets obtained through restricted agreements with a donor through awards, grants, or gifts must be returned to that entity. All other assets become property of the sponsor.
13. The charter school must retain all awards, grants, or gifts collected by a charter school.
14. The governing body of a charter school is authorized to accept gifts, donations, or grants of any kind made to the charter school and to expend or use the gifts, donations, or grants in accordance with the conditions prescribed by the donor. No gift or donation shall be required for admission. However, no gift, donation, or grant may be accepted by the governing board if subject to any condition contrary to law or contrary to the terms of the contract between the charter school and the governing body. If required by the South Carolina Charter School Act of 1996, as amended, all gifts, donations, or grants must be reported to the local school district in their annual audit report.
15. A charter school shall report to its sponsor and the Department of Education any change to information provided under its application. In addition, a charter school shall report at least annually to its sponsor and the department all information required by the sponsor or the department and including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff.

16. The governing body of a charter school may sue and be sued. The governing body may not levy taxes or issue bonds.
17. A sponsor is not liable for any of the debts of the charter school.

Agreements with the Charleston County School District

The charter school agreement appends the following terms and provisions and makes them part of the Agreement between the James Island Charter High School ("JICHHS") and the Charleston County School District ("CCSD") and incorporates them therein.

1. The Charter School contract will extend for a ~~five-year~~ **ten-year** period with monitoring review as specified in Paragraph #2, hereafter.
2. Following approval of the charter application, a district monitoring team shall conduct a site visit and documents/records review each school year at the end of the first nine weeks of school. The purpose of the site visit is to determine if the terms of the contract are being implemented as written. Any concerns on the part of CCSD will be documented in writing and provided as feedback to the charter school.

If it is determined that the terms of the contract are not being implemented, as written, a schedule of regular monitoring visits shall be implemented for the remainder of the year.

If the contract is being implemented, a second site visit and document/records review shall be conducted each school year at the end of the third nine weeks.

An exception shall be made for attendance records. These records will be monitored on a quarterly basis each school year.

All visits, reviews, monitoring, requests for documents, and examination conducted by CCSD shall be conducted and acquired without cost or fees to JICHHS.

3. CCSD will monitor the appropriate records and documents of the charter school each school year for the following report periods for the specific purpose of allocating EFA and EIA funds: 15 day, 45 day, 90 day, 135 day, and 180 day. Adjustments in funding will only be made after the 45th and 135th day.

4. Any Federal and/or state budget cuts and/or grant reductions that affect CCSD public schools will also be applied proportionately to charter schools, subject to the provisions of the South Carolina Charter School Act of 1996, as amended.
5. The charter school may adopt or adapt any policies of the CCSD; however, the charter school shall replace all references to the CCSD with the name of the charter school.
6. CCSD teachers and other employees of a converted charter school who decide to continue at the charter school remain employees of CCSD, and the charter school shall reimburse CCSD quarterly for their compensation and benefits. The provisions of the S. C. Teacher Employment and Dismissal Act apply to the employment and dismissal of teachers at JICHHS.

Except where CCSD employees remain at a converted charter school or transfer to a converted charter school, all charter school personnel are employees of the charter school and, therefore, have no contractual relationship with and are not entitled to any compensation or benefits from the CCSD. The charter school at its own expense is responsible for all state and federal withholding and tax reporting requirements for its employees. The charter school assumes responsibility that its staff is properly employed, trained and supervised.

7. The charter school applicant shall submit the permanent cumulative record folder that will be used as well as the format that will be used to record high school courses and credits.
8. Charter school students shall participate in all standardized testing programs required by the State of South Carolina, to include PACT, HS Exit Exam, and end-of-course tests, and any other required testing programs. JICHHS shall follow all SC State Department of Education policies and regulations related to standardized testing of students. The expense for state testing programs will be paid for by the SC State Department of Education.

9. The charter school shall utilize the South Carolina Department of Education system for data entry and report generation, and the system shall be compatible with and networked with the CCSD.
10. Converted charter schools shall be required to maintain the same special education classes/services that were provided in the school immediately prior to conversion, including classes/services for students enrolled in the school from other attendance zones/constituent districts. Classifications of special education students enrolled in the attendance zone will be reviewed annually by the CCSD Director of Student Support Services and adjustments may be made in the services/classes provided at the school site.
11. Once a charter school is approved and students enrolled, the Director of Student support Services shall meet with the Executive Director/Principal of the charter school to determine what special education services will be provided by the charter school or contracted with the Charleston County School District.
12. The charter school shall report to the CCSD Pupil Accounting Office for funding purposes any student who receives service at the Detention Center. Following a designated period of time, not to exceed 10 days, a decision will be made by JCHS regarding the re-admittance of that student to the charter school. If the student will not be re-admitted for the remainder of the year, adjustments will be made in funding to the charter school.
13. The charter school shall develop homebound procedures and provide homebound services to students who qualify.
14. If the charter school wishes to utilize CCSD services or continue previously provided services, such as special services for students (homebound, health services, PT, OT, etc.), information technology, food services, maintenance services, human resource services, etc., the charter school must negotiate a contract with the CCSD Contract Administrator.

15. All assets purchased/accrued by the charter school will become the property of the CCSD if the charter is revoked or non-renewed,
16. The charter school shall be responsible for refunding allocated monies to the CCSD if the charter school is not in compliance with Federal and/or state funding guidelines. Refunds must be made within 60 days or the close of the fiscal year, whichever is later.
17. If the charter school enters into contracts for goods or services, the CCSD shall not be liable for fees or damages associated with those contracts.
18. If closure of the charter school occurs, the charter school shall comply with state law and all CCSD procedures associated with the closure to include but not limited to student records, employee records, financial records, assets and liabilities, outstanding debts, materials/supplies/equipment, contracts with vendors, and building lease agreements.
19. The charter school agrees to comply with all Federal and state laws and regulations, including, but not limited to, those pertaining to charter schools. The charter school must immediately report to CCSD any violation of Federal or state law at the charter school.
20. The charter school shall assume the liability for the activities of the charter school and agrees to indemnify and hold harmless the CCSD, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, judgments or disputes arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
HOLTSVILLE NY 00501

DATE OF THIS NOTICE: 12-30-2002
NUMBER OF THIS NOTICE: CP 575 E
EMPLOYER IDENTIFICATION NUMBER: 51-0*3804
FORM: SS-4
0134049307 0

JAMES ISLAND CHARTER HIGH SCHOOL
7. NANCY GREGORY
1000 FORT JOHNSON RD
CHARLESTON SC 29412

FOR ASSISTANCE CALL US AT
1-800-829-1040

OR WRITE TO THE ADDRESS
SHOWN AT THE TOP LEFT.

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER (EIN)

Thank **you** for- your Form **SS-4, Application for Employer Identification Number (EIM)**. We assigned you **EIN 51-0438043**. This EIN will identify your business account, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Use your complete name and EIN shown above on all federal tax forms, payments and related correspondence. If you use any variation in your name or EIN, it may cause a delay in processing and incorrect information in your- account. It also could cause you to be assigned more than one EIN.

If you want to apply to receive a ruling or a determination letter recognizing your organization as tax exempt, and have not already done so, you should file Form 1023/1024, Application for Recognition of Exemption, with the IRS Ohio Key District Office. Publication 557, Tax Exempt Status for Your Organization, is available at most IRS offices and has details on how you can apply .

Keep this **part for your records**

CP 575 E (Rev. 1-2)

Return this part with any correspondence
so we may identify **your** account. **Please**
correct any errors in your **name or address**.

CP 575 E

0134049307

Your Telephone Number Best Time to Call
C)

DATE OF THIS NOTICE: 12-30-2002
EMPLOYER IDENTIFICATION NUMBER: 51-0438043
FORM: SS-4

INTERNAL REVENUE SERVICE
HOLTSVILLE NY 00501

JAMES ISLAND CHARTER HIGH SCHOOL
7. NANCY GREGORY
1000 FORT JOHNSON RD
CHARLESTON SC 29412

JAMES ISLAND HIGH SCHOOL

Faculty & Staff

2002-03

Bohnstengel, Robert
Farrell, Deborah
Gist, Gary
Gregory, Nancy
Hogan, Peggy
Roper, June

Qujdfliiii.ee Counselors (5)

Bing-Zaremba
Canon
Neville
Newton
Weaver, Director

Media Specialists (2)

Chalmers
Zwicky

Teachers (95)

Alba
Beck - Dept Head
Bell
Berrier
Bird-Whitley
Bowman
Brown, W.
Burnsed
Chaipia, C.
Charpia, Reed
Charpia, Rusty
Childs-Kindred
Craven
Curtis
Davis
DeLaMaza
Dearden
DeIS ignore
Dickerson
Dudek
Dunlap
DuPre
Felder - Dept Head
Felts - Dept Head
Feniiessey
Folse - Dept Head
fountain
Gilbert
Goodlin
Grady
Greenberg
Guzman
Hammond

Hepner
Hershenson
Hilyer
Hiott
Hostetler
Ivey
Jenkins
Johnson
Jordan, A.
Jordan, V.
Kennedy - Dept Head
King, A - Dept Head
King, M.
Kirkman

London
Loveridge
Lucas
Machowski
Mack, S.
Mangum
McEvoy
McIntyre
Meek
Miley
Miller, C. - Dept Head
Miller, D.
Morrison
Nesmith
.Nisoff
O'Brien
Oswald
Paradis
Parsons
Raffaelle.
Ricker
Robson -
Rboke
Ross
Santiago
Saunders
Shifflette
Smith
Spafford
Stafford -Dept Head
Strobe!- Dept Head
Sullivan
Tennyson
Tornsic
Tucker
Valentine
Vanneste
Waites
Walpole
Ward, S.
Wegener - Dept Head
Wheeler

Wilkins
Wilkins-Scott
Williams
Wilson
Wright-Dept Head

Classified Personnel C9)

Allen
Chisolm
Floyd
Judson-Morris
Mack, P.
Richardson
Rivers
ED Assistant Vacancy
Teacher Assistant for
Chris Pilcher

Clerical Personnel (8)

Elliott
Griffin
Hagan
Hotchkiss
Loggins
Shaddrix
Switzer
Washington

Custodial (1}

Lafayette

Kitchen Personnel (8)

Anson
Becham
Brown, E.
Demos
Graham
Jewell
Smalls
Tisdale

TOTAL 134

75 Calhoun Street
Charleston, SC 29401

Office of the Superintendent
BOARD AGENDA ITEM
For Strategic Education Committee
August 4, 2015

TO: Board of Trustees

FROM: Michael L. Bobby *MLB*

DATE: July 6, 2015

SUBJECT: DISTRICT 3 TASK FORCE RECOMMENDATIONS

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees accept and implement the recommendations of the District 3 Task Force listed below.

Beginning in 2017-2018 all grades from Fort Johnson and James Island Middle Schools will be placed on the James Island Middle School campus with mobiles for the combined sixth grade. Mobiles will be located behind the James Island Middle School facility. This would be the configuration for undergoing construction for the new Fort Johnson Middle School for all middle school aged children on James Island. *Note: This option allows time for transition of all grades before a new building opens as well as time to build a unified middle school for students and community.* Bringing together the grades at the beginning of the design phase will also allow for the combined schools to understand in more detail what programmatic needs may be needed to influence a physical environment of the new middle school. The temporary move would last three years (2017/18, 2018/19, 2019/20). Combining the schools during this time would also permit the immediate expansion of programmatic opportunities for all middle schools based on the increased combined enrollment and staffing to build a curriculum. Sixth graders would be in mobiles only for their sixth grade year. Grades seven and eight would be located inside the James Island Middle School. James Island Middle School can support the temporary move because the school is significantly under capacity.

The material is submitted for:

☒ Action ☐ Information
☒ Open ☐ Executive

8.3C

Respectfully submitted:

Michael L. Bobby
Acting Superintendent of Schools

Dr. Lisa Herring
Deputy Superintendent for Academics

Jeffrey Borowy,
Deputy for Capital Programs

Todd Garrett, Chair
Audit & Finance Committee

Chris Collins, Chair
Strategic Education Committee

Office of the Superintendent
August 4, 2015

SUBJECT:

District 3 Task Force Recommendations

BACKGROUND:

See Attached Report.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees accept and implement the recommendations of the District 3 Task Force listed below.

Beginning in 2017-2018 all grades from Fort Johnson and James Island Middle Schools will be placed on the James Island Middle School campus with mobiles for the combined sixth grade. Mobiles will be located behind the James Island Middle School facility. This would be the configuration for undergoing construction for the new Fort Johnson Middle School for all middle school aged children on James Island. *Note: This option allows time for transition of all grades before a new building opens as well as time to build a unified middle school for students and community.* Bringing together the grades at the beginning of the design phase will also allow for the combined schools to understand in more detail what programmatic needs may be needed to influence a physical environment of the new middle school. The temporary move would last three years (2017/18, 2018/19, 2019/20). Combining the schools during this time would also permit the immediate expansion of programmatic opportunities for all middle schools based on the increased combined enrollment and staffing to build a curriculum. Sixth graders would be in mobiles only for their sixth grade year. Grades seven and eight would be located inside the James Island Middle School. James Island Middle School can support the temporary move because the school is significantly under capacity.

FUNDING SOURCE/COST:

Sales Tax 2016-2022 Program

FUTURE FISCAL IMPACT:

Will create a more effective model, expected to result in strategic program offerings while reducing per pupil costs.

DATA SOURCES:

Michael Bobby, Acting Superintendent of Schools
Jeffrey Borowy, Deputy for Capital Programs

PREPARED BY:

Michael Bobby, Acting Superintendent of Schools

REVIEWED BY LEGAL SERVICES

N/A

REVIEWED BY PROCUREMENT SERVICES

N/A

L. Martin – Facilitator
T. Champaigne – Administrative Assistant

District 3 Middle School Task Force - All meetings were held at Ft. Johnson Middle School. Sign in sheets and agendas attached as addenda.

Summary: The attachments provide an accounting of the process the Task Force engaged in during the meetings relative to discussion topics and guest presenters. Task Force members engaged in discussion to consider the information presented at each meeting. Our last meeting provided some direction as to next steps, which included 4 presentations to community members. The dates and locations of the presentations were scheduled following spring break and were widely publicized for all residents both in and out of CCSD schools. Our last committee meeting serves as the best summary of the committee recommendations. A slide presentation, attached, was be used at the community meetings to provide a summary of the committee work and information as to merger, programming possibilities, and timeline possibilities. Decisions made at the final meeting before community engagement meetings are listed below:

1. **Are you in favor of a merger between Fort Johnson and James Island Middle schools?**
A total of 18 task force members were present. Results are highlighted in yellow.

1	2	3	4	5
I'm totally opposed and have philosophical differences with the solutions	I have several serious reservations about the proposed solution	I have one or two reservations about the proposed solution	I can live with the proposed solution	I'm in total agreement with the proposed solution
0	0	2	1	15

2. **What are the pros and cons of merging?**
Committee members participated in group discussion while responses were recorded on flip charts.

BENEFITS	CONCERNS
<ul style="list-style-type: none"> Enhance program offerings State of the art facility One united middle school Maintain athletic facility Opportunity for comprehensive middle school Fiscal efficiencies Pulling and sharing of resources Vertical Articulation 	<ul style="list-style-type: none"> Staff/teachers – how will they be blended Construction/growing pains (transitions) Gym – loss of large gym at FJMS Parent concerns

3. **When should Fort Johnson and James Island Middle merge?**

Votes	OPTION
1	OPTION 1: 2020
0	OPTION 2: 2016: Grade 6 at James Island Middle; Grade 7-8 at Fort Johnson Middle
2	OPTION 3: 2017-2018: All grades at Fort Johnson Middle, with 6th grade in trailers
16	OPTION 4: 2017-2018: All grades at James Island Middle with mobiles on campus while undergoing construction
1	OTHER: (voter provided the following response: Combination of option 2 and 4...2016/2017: all 6th graders at JIMS/7th & 8th at FOJO, 2017-2018: All grades into JIMS This allows for a more gradual merger)

Committee members were sent a survey link to poll responses to merger options.

Committee Recommendation: OPTION 4 – time to provide a transition for all grades before a new building opens as well as time to build a unified middle school for students and community. Bringing together the grades at the beginning of the design phase will also allow for the combined schools to understand in more detail what programmatic needs may be to influence the physical environment.

Community Engagement Meeting Dates

**All meetings will be 6:00 – 7:00 p.m.*

Middle Schools @ Fort Johnson – Wednesday, April 15, 2015
Harbor View – Thursday, April 16, 2015
Stiles Point – Tuesday, April 21, 2015
James Island and Murray LaSaine – Thursday, April 23, 2015

At the conclusion of each community engagement meeting those in attendance were given a ballot to vote on the same information and choices as the committee ballots. The results are attached.

Following the community engagement meetings voting ballots were sent home via all elementary schools grades k – 5 as these will be the children impacted by the committee recommendations. The ballots contained the same information and choices as the committee ballots. The results are attached.

Committee Memberships

School	Position	Name
Facilitator, Associate Superintendent		Louis Martin
James Island Elementary	Administrator	Deborah Fickling-Davis
	SIC	Tatia Williams
	PTA	Shelley Kelley
	teacher	Angela Naylor
	parent	Jerry Tindal
Harbor View Elementary	Administrator	Lara Latto
	SIC	TBD
	PTA	Amanda Holsberg

	teacher	Paula Roddey
	teacher	Stephanie Sykes
Stiles Point Elementary	Administrator	Michael Ard
	SIC	Ashley Dorsey
	PTO	Corey Hollenback
	teacher	Jennifer Roberson
	teacher	Christine Inabinet
Murray LaSaine Elementary	Administrator	Sherry Peterson
	SIC	Deidra Gilyard
	PTA	TBD
	teacher	Deloris Jeffcoat
	teacher	Jennifer Walker
James Island Middle	Administrator	Murton Hudson
	SIC	Inez Brown Crouch
	PTA	Sandye Williams
	teacher	Carol Leyh
	teacher	Kathleen Dunleavy
	parent	Melissa Ladd
Fort Johnson Middle	Administrator	David Parler
	SIC	Cheryl Crouch Jones
	PTA	John E. Stewart
	teacher	Brian Duffy
	teacher	Erica Ciucci
District 3 Constituent Board	Chair	Rhonda Walters
	Vice Chair	Donna Jenkins
		Ernest Parks
		Adam Kraemer

DISTRICT 3 Middle School Task Force

District 3 Community Engagement Meeting
April 14, 2015

Charleston > excellence is our standard
County SCHOOL DISTRICT

WALKER 2016
CHARLESTON ACHIEVING EXCELLENCE

Why are we here?

To discuss options for the
future of the middle
schools on James Island.

The task force was asked to provide recommendations for usage of the tax referendum funds.

OPTION A:

Use funds to improve facilities for Fort Johnson Middle only

OPTION B:

Merge schools and use funds to improve facility of combined school on Fort Johnson Middle campus

Task Force Membership

- ❖ Associate Superintendent & District 3 Constituent Board Liaison
- ❖ District 3 Elementary and Middle School Principals
- ❖ 2 Teachers from each District 3 school
- ❖ PTA or PTO representative from each District 3 school
- ❖ School Improvement Council representative from each District 3 school
- ❖ District 3 Constituent Board Members

Task Force Meetings

January 13, 2015

❖ Planning Discussion

January 27, 2015

❖ **Presentation of Demographic Information from City Government**

Christopher Morgan – Planning, Preservation and Sustainability

❖ **CCSD Facilities and Maintenance**

Jeffrey Borowy - Deputy, Capital Programs

February 17, 2015

❖ **GIS (Global Information System) Information for District 3**

Robert Olson – CCSD Planning and Development

❖ **Structural Possibilities**

David Burt – LS3P Architects

March 3, 2015

❖ **Discussion of Questions to Determine and Committee Vote**

*All meetings were held at Fort Johnson Middle School.

Accomplishments

- Completed assessment of attendance boundaries
- Reviewed Charleston County plans for current/future development of James Island area
- Review of program and physical capacity of schools
- Discussed various short and long term options

Are you in favor if a merger between Fort Johnson and James Island Middle?

A total of 18 task force members were present. Results are highlighted in yellow.

1	2	3	4	5
I'm totally opposed and have philosophical differences with the solutions	I have several serious reservations about the proposed solution	I have one or two reservations about the proposed solution	I can live with the proposed solution	I'm in total agreement with the proposed solution
0	0	2	1	15

What are the benefits and concerns of merging?

*Committee members participated in group discussion while
responses were recorded on flip charts.*

BENEFITS OF MERGING

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2016
CHARLESTON ACHIEVING EXCELLENCE

- Enhance program offerings
- State of the art facility
- One united middle school
- Maintain athletic facility
- Opportunity for comprehensive middle school
- Fiscal efficiencies
- Pulling and sharing of resources
- Vertical Articulation
- Using the tax referendum funds on one combined James Island School would show community pride and solidarity
- Unified middle school working with business partners, instead of competing for the resources
- Class size would still be 26-28 students
- Teachers would “team” form communities to maintain the teacher/student relationship

PROGRAM ENHANCEMENTS - LARGER SCHOOL SIZE ADVANTAGES IN PROGRAMMING

Moultrie Middle School

- ❖ Band
- ❖ Jazz band
- ❖ Strings .5 allocation from fine arts
- ❖ Chorus
- ❖ Art
- ❖ Gateway to technology...PLTWdesign and modeling, medical detectives
- ❖ Spanish
- ❖ CTE business applications- Google basics, multimedia basics, and digital
- ❖ Literacy
- ❖ Fitness
- ❖ Health
- ❖ Keys to Success - intervention class with middle grades academy

Laing Middle School

- ❖ Marine science
- ❖ Forensic science
- ❖ Medical detectives-PLTW
- ❖ Pre-Engineering-PLTW-one teacher but eventually two
- ❖ Computer classes-digital literacy and multimedia basics
- ❖ Interventions-reading, math, and Edgenuity
- ❖ Chorus
- ❖ Drama
- ❖ Band
- ❖ Orchestra
- ❖ Spanish-one teacher

Cario Middle School

- ❖ Entrepreneurship
- ❖ Marine science
- ❖ All 8 of the PLTW pre-engineering courses: 2nd teacher ADDED this year and hope to add the third teacher next year to offer all 8 of these courses
- ❖ Expanded World Languages from just Spanish to other languages (takes a teacher/language, minimum)
- ❖ Journalism and video production
- ❖ Expand the CTE computer courses that can be offered with more teachers

CONCERNS OF MERGING

- Staff/teachers blending
- Construction/growing pains (transitions)
- Gym – loss of large gym at FJMS
- Parent concerns

Current Issues

- Old Facilities
- Currently, there is a replication of facilities, staffing, some programming and services to students. A merger would consolidate those items
- Fort Johnson is over capacity and James Island is under
- Losing students to charter/magnet programs due to the lack of competitive programs
- Elementary students leaving their friends as they transition into different middle schools

When should Fort Johnson and James Island Middle merge?

- * *Committee members were sent a survey link to poll responses to merger options.*

OPTION 1: 2020: Wait until construction of new school is completed and start all grades at the new site

OPTION 2: 2016: Grade 6 at James Island Middle; Grade 7-8 at Fort Johnson Middle

OPTION 3: 2017-2018: All grades at Fort Johnson Middle, with 6th grade in trailers

OPTION 4: 2017-2018: All grades at James Island Middle with mobiles on campus while undergoing construction

OPTION 4: 2017-2018: All grades at James Island Middle with mobiles on campus while undergoing construction

This option allows time to provide a transition for all grades before a new building opens as well as time to build a unified middle school for students and community. Bringing together the grades at the beginning of the design phase will also allow for the combined schools to understand in more detail what programmatic needs may be to influence the physical environment.

- The temporary move would last for three years, 2017-2020
- 6th graders would be in mobiles only for their 6th grade year
- James Island MS can support the temporary move because the school is currently significantly under capacity

Community Engagement Meeting Schedule

*All meetings scheduled for 6:00 – 7:00 p.m.

April 15, 2015

Fort Johnson Middle School

April 16, 2015

Harbor View Elementary School

April 21, 2015

Stiles Point Elementary

April 23, 2015

James Island Elementary School

Next Steps

- ❖ Complete Community Engagement Meetings
- ❖ Submit recommendation to Superintendent
- ❖ Superintendent will submit recommendation to Board of Trustees

TO BE DETERMINED

- ❖ Bus lot will be removed from Fort Johnson site
- ❖ Athletic Field will be retained
 - ❖ Programming/Staffing
 - ❖ Name of School
 - ❖ Mascot
 - ❖ School colors
 - ❖ Traffic route
- ❖ Future of James Island Middle facility

**District 3 Elementary School
Merger Survey Results**

School	Reaction Rubric					
	1	2	3	4	5	Total
Harbor View Elementary						
CD						0
K	2		8	8	11	29
1		1	4	6	13	24
2	4	5	5	17	13	44
3	3	4	6	11	5	29
4	2	2	6	24	3	37
5	4	4	7	6	10	31
Total	15	16	36	72	55	194
Murray LaSaine						
CD			1	1		2
K	1	1	0	2		4
1				3	2	5
2	1	1				2
3		2	1	3	1	7
4	1		1	2		4
5						0
Total	3	4	3	11	3	24
James Island						
CD	4					4
K	1	3	1	11	5	21
1		2	1	7	2	12
2			5	12	6	23
3	1	1	4	4		10
4		3	4	9	3	19
5			1	6	3	10
Total	6	9	16	49	19	99
Stiles Point Elementary						
CD	1	1		6	1	9
K	5	4	11	12	9	41
1	2	7	11	14	11	45
2	11	8	17	17	8	61
3	4	10	94	4	4	116
4	6	4	19	6	5	40
5	3	11	9	19	19	61
Total	32	45	161	78	57	373

ALL SCHOOLS	1	2	3	4	5	Total
	56	74	216	210	134	690

Total Attendance		Children in CCSD	No Children in CCSD
49		40	9
Reaction to proposal		Comments	
Scale	Votes		
1	6	We don't need a huge school!!!	
2	4	Too long (3 years) in temporary conditions More community input will surely be needed	
3	9	I enjoyed hearing the principals speak. It gave me more faith in the process I worry about the population growth and whether the projected 1000 capacity will accommodate the growth	
4	6	I can live with the proposal but I still have one or two reservations	
5	10	No comments	
Other	2	1 - Decision split between 4 and 5 – teacher selection 1 - I'm confused (did not select a reaction)	
Total	37		
QUESTIONS			
Why are we merging? What is JIMS going to be if the schools merge? Will class size get bigger with new school? Will the teachers keep their jobs? Will teachers have to interview for their job at the new school? Does the public have the option to vote no on the proposal? Who is going to be the principal at the new school? Have you considered the traffic impact with new school and all the students? Why can't you offer the same enrichment classes at both schools? How long will students be at JIMS before the new school is open? Is there enough room/classrooms at JIMS for all of FJMS students? Will the students be in trailers for three year?			

Total Attendance		Children in CCSD	No Children in CCSD
56		51	5
Reaction to proposal		Comments	
Scale	Votes		
1	2	No comments	
2	8	Keep the old gym at Fort Johnson. Traffic on Camp Road. Too many students	
3	11	Primary concerns are logistics regarding the transition period	
4	12	Concerns about the accuracy of the capacity projection Concerns about community involvement in the selection process. Seems there are many potential benefits, but not confirmed benefits. Need tangible results & benefits "Great job Mr. Hudson and Mr. Parler!"	
5	10	I am in agreement but would like committee, faculty, administration to please consider global studies tract/IB program to keep students on the island for high school	
Other	2	1 - Decision split between 2 and 3 1 - Decision split between 3 and 4	
Total	45		
QUESTIONS			
What's preventing Drama, Marine Science and English as a second language now? If just Fort Johnson, how many students will it accommodate? Could you offer more classes just Fort Johnson? Is there a possibility in a few years to re-do James Island Middle? Was there any thought about having one school be 5-6 and the other school be 7-8, therefore relieving some of the congestion in the elementary schools?			

Total Attendance		Children in CCSD	No Children in CCSD
19		15	4
Reaction to proposal		Comments	
Scale	Votes		
1	0	No comments	
2	1	No comments	
3	3	No comments	
4	4	There isn't enough information at this point to make an informed decision. From what was presented, it sounds pretty, but there is so much more to consider	
5	6	No comments	
Other			
Total	14		
QUESTIONS			

Total Attendance		Children in CCSD	No Children in CCSD
24		21	3
Reaction to proposal		Comments	
Scale	Votes		
1	0	No comments	
2	2	No comments	
3	2	No comments	
4	2	No comments	
5	12	STEAM The benefits outweigh any concerns I have "Superb job, task force!"	
Other			
Total	18		
QUESTIONS			

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75 Calhoun Street, Charleston, SC 29401


BOARD AGENDA ITEM

TO: Board of Trustees
FROM: Rev. Eric Mack, Cindy Bohn Coats, Chris Staubes, Kate Darby
DATE: August 24, 2015
SUBJECT: EXTENSION OF DISTRICT 9 COMMUNITY TASK FORCE APPROVED BY THE BOARD ON JANUARY 12, 2015

RECOMMENDATION: To extend the deadline for the District 9 Community Task Force to complete its work and make a recommendation to the CCSD Board of Trustees.

The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:

Dr. Gerrita Postlewait, Ed.D. Superintendent of Schools	 Signature
--	--

Committee Recommendation(s):

Audit and Finance Committee recommendation:	
<hr/>	
Mr. Todd Garrett, Chair Audit & Finance Committee	Signature

Personnel and Policy Committee recommendation:	
<hr/>	
Mr. Tripp Wiles, Chair Policy and Personnel Committee	Signature

Strategic Education Committee recommendation:	
<hr/>	
Rev. Chris Collins, Chair Strategic Education Committee	Signature

10.1A

SUBJECT:

Extension of the Constituent District 9 Task Force Deadline.

BACKGROUND:

January 12, 2015 board meeting, Rev. Mack proposed to reconvene the District 9 Task Force "to revisit the decisions made by the previous task force" since the previous task force did not include residents who are new to the area or don't have children attending schools in the Constituent District 9 area at this time. The goal of the newly formed committee will be to suggest ways to increase enrollment in Constituent District 9.

From the January 12, 2015 approved minutes:

Recommendation to Reconvene the District 9 Task Force – Rev. Eric Mack

Rev. Mack moved, seconded by Mrs. Coats to reconvene the District 9 Task Force for the purpose of determining how to increase enrollment in District 9. The vote was 9-0.

Rev. Mack said the purpose of reestablishing the Task Force was to revisit the decisions related since there is a lot of construction because the Task Force did not include others, some new members that are now residing on Johns Island. The idea is to reach out to others and have them on the task force to provide input.

Rev. Collins said he would like to have this recommendation come before the committee.

Rev. Collins challenged the item. However, Mrs. Darby, Mr. Garrett, and Mr. Staubes said they supported having the item on the agenda.

Then Mrs. Darby asked Rev. Mack for additional details. Rev. Mack said the Task Force would be more inclusive of the current residents and get recommendations for Frierson ES and Johns Island schools. He added that there is no construction on Johns Island. He will work with Dr. Nelson to establish a committee.

DISCUSSION: During the 2013-14 year, the Board of Trustees developed the concept and/or proposal for the establishment of School/Community Task Forces that engage diverse stakeholders in the development of plans to reinvent, restructure, and/or reconstitute schools with the goals being to increase student enrollment, improve academic performance, and/or ensure that schools are being responsive to the needs and interest of students/families within the attendance zone.

Within the Constituent District 9 zone, there continues to be rapid population growth, numerous housing communities being developed, and an area that is increasing in diversity. As the community has experienced a large population growth, the schools in District 9 have not experienced the growth in enrollment, and neither has it experienced a growing diverse student population. Recent numbers indicated that the schools in District 9 are only serving approximately 57% of K-12 students residing in the community.

The District 9 Schools Task Force was established in March 2015, with the first meeting of the Task Force occurring on April 9, 2015. A meeting schedule was developed with monthly meetings and the goal of concluding the work by October 2015, with a prepared report for submission to the Superintendent of Schools and the Board of Trustees in October 2015. However, as a result of schedule conflicts and low attendance at the last two meetings (June 11 and August 6), the need has been recognized to extend the process to ensure the full participation of the diverse community stakeholders in this process, and the development of a plan for K-12 education in District 9 that will create a system of choice for families, and schools that provide a rigorous academic environment for all students to ensure that they graduate from high school college and career ready.

RECOMMENDATION:

Extend the deadline to January 2016 for this committee to complete its assigned task, and make a recommendation the CCSD Board of Trustees.

FUNDING SOURCE/COST:

FUTURE FISCAL IMPACT:

PREPARED BY:

Eric Mack, Board Member

REVIEWED BY LEGAL SERVICES

2014-2015 Board Expenditures

Below is a summary of Board Expenditures for the 2014-15 school year in accordance to board policy BID – Board Member Compensation (attached).

		2014-15 Expenditures
Coats	Cindy	\$ 2,832.26
Collins	Chris	\$ 2,401.36
Darby	Kate	\$ 1934.86
Ducker	Tom	\$ 2,379.41
Garrett	Todd	\$ 1,788.32
Mack	Eric	\$ 3,606.23
Miller	Michael	\$ 1,419.48
Staubes	Chris	\$ 2,158.85
Wiles	Tripp	\$ 519.88
Ascue	Craig	\$ 510.31
Fraser	Chris	\$ 29.68
Moffly	Elizabeth	\$ 376.17
Total		\$20,363.16

***Please note the following:**

Ascue, Fraser, and Moffly's term ended November 2014.

10.18

Policy »BID« Board Member Compensation and Expenses

Issued 5/11

Purpose: To establish the basic structure for payment of board expenses.

Under state law, board members receive no compensation for their services, but may be paid a per diem and mileage for attendance at board meetings. No payment shall be made for any meeting the board member has not "substantially attended," meaning the member shall have considered, and voted upon, more than 50 percent of the issues presented at that meeting.

Board members may attend any in-state meeting or conference at their discretion within the limits of the budget. Each board member may utilize up to one-ninth of the board's travel budget allocation for the board. Out-of-state meetings, and expenditures by one member of more than one-ninth of the budget travel allocation for the board, require board approval. After any out-of-state meeting, the member shall report to the board about the meeting. Each board member may also choose to reallocate unused funds in the regular travel account by mutual consent of affected board members, i.e., those who have not expended their allocated amount; however, the total line item for this purpose must not be exceeded.

The district shall reimburse board members for all reasonable and necessary expenses incurred in attending any meeting or conference when on official business of the board or the Charleston County School District. No payment shall be made without a receipt for the expenditure claimed and policy **DKC** applies. No board member may have a district credit card.

Such expenditures for each board member shall be published annually in August.

(Cf. **DKC**)

Adopted 10/25/82; Revised 7/26/04, 3/13/06, 2/11/08, 8/25/08, 5/9/11

Legal references:

S.C. Code, 1976, as amended:

Section 8-15-10 - Compensation of public officials.

Section 59-1-350 - Compensation of board members.

Acts and joint Resolutions:

1967 Act 340 - Creates the School District of Charleston County and abolishes the county board of education; sets forth the powers of the constituent district boards.

1975 Act 142, Section 3 - Amends 1967 Act 340 to increase per diem for boards.

1983 Act 230, Section 3 - Amends 1967 Act 340 to increase the number of meetings which the trustees may be paid for attending.

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75 Calhoun Street
Charleston, SC 29401

**Office of Educator Effectiveness
Department of Educational Technology
AGENDA ITEM**

TO: Board of Trustees

FROM: Elaine Berry, Director, Educational Technology

DATE: August 24, 2015

SUBJECT: SC State Department of Education - Education Improvement Act:
Technology/Device Pilot Project - Proposed Implementation Plan for Digital Devices
and Digital Content

RECOMMENDATION: Approve CCSD's proposal to the South Carolina State
Department of Education for the Education Improvement Act Technology/Device
Pilot Project.

The material is submitted for:

☒ Action

☐ Information

☒ Open

☐ Executive

Respectfully submitted:


Gerrita Postlewait, Ed. D
Superintendent of Schools

Michael L. Bobby
Chief of Finance, Operations & Capital
Programs

N/A

Jeffrey Borowy, Deputy for
Capital Programs

John F. Emerson, General Counsel

N/A

Todd Garrett, Chair
Audit & Finance Committee

☐ Item voted on and
recommended for Board
A&F Committee on _____

N/A

E. Tripp Wiles, Esq., Chair
Policy Committee

☐ Item voted on and
recommended for Board
Policy Committee on _____

N/A

Rev. Chris Collins, Chair
Strategic Education Committee

☐ Item voted on and
recommended for Board
SEC on _____

10.12

Office of Educator Effectiveness – Department of Educational Technology
August 24, 2015

SUBJECT: SC State Department of Education - Education Improvement Act:
Technology/Device Pilot Project - CCSD's Proposed Implementation Plan

BACKGROUND: From SC Department of Education:

SDE-EIA: Technology/Device Pilot Project: For the current fiscal year, the Department of Education is authorized to utilize up to \$4,500,000 of available carry forward funds, not including CDEPP or 4K fund, for the purchase of electronic devices and digital content. The Department of Education may select up to six school districts to participate in this pilot project. For purposes of this pilot, digital content is not defined as the digital equivalent of printed instructional material. Districts receiving approval from the State Board of Education may purchase devices and digital content directly from a state approved vendor. The department must provide a certification form for a local school board on behalf of the school district to approve in a public meeting have signed by the board chairman and district superintendent requesting approval for funding based on the number of students in the schools participating in the pilot.

CCSD embraces student mobile devices as powerful tools that have tremendous potential to help cultivate innovation, develop 21st century skills and improve student outcomes. The district is putting mobile technologies into the hands of students in order to:

- develop critical technology proficiency and 21st century skills that every South Carolina high school graduate needs in order to succeed in college and the global workforce
- support a transformation towards self-directed learning in a meaningful and lasting way
- provide access to relevant and interactive digital content

CCSD has incrementally rolled out 1:1 learning in 31 of its 84 schools through new construction projects, grants and pilots. The remaining 53 schools have a very small number of cart sets of mobile devices that are shared across multiple classrooms.

DISCUSSION:

Because many CCSD middle schools do not have adequate access to the technology needed to fully implement digital content with students, the district is proposing to the State Board of Education that it be considered for approval to receive funding from the Technology/Device Pilot Project for the acquisition of:

1. Chromebooks for five non 1:1 middle schools (grades 6-8) to support the district's implementation of:
 - a. Discovery Education Science Techbook (already in place)
 - b. ALEKS digital math content (already in place)
 - c. Explore Learning Gizmos
2. A one-year subscription to Explore Learning Gizmos digital content for secondary math and science

If accepted as a pilot district, CCSD would receive funding from the State Department of Education for mobile devices and digital math and science content in participating schools to begin in the 2015-16 school year. The deadline for submission to the state is August 25, 2015.

Please see attached:

- Proposal with specific information related to schools, budget and implementation plan
- Proviso 1A.72 SDE-EIA: Technology/Device Pilot Project
- SDE Technology Device Certification Form (to be submitted to the SDE if approved by the Board)

RECOMMENDATION: Approve CCSD's proposal to the SC SDE for the Education Improvement Act Technology/Device Pilot Project.

FUNDING SOURCE/COST: \$0

FUTURE FISCAL IMPACT: The district may opt to continue a subscription with Explore Learning for Gizmos digital content for math and science.

DATA SOURCES: N/A

PREPARED BY: Elaine Berry, Director, Educational Technology

REVIEWED BY LEGAL SERVICES: N/A

REVIEWED BY PROCUREMENT SERVICES: N/A

August 14, 2015

State Department of Education - Education Improvement Act: Technology/Device Pilot Project
Proposed Implementation Plan for Digital Devices and Digital Content

Background:

(From SC Department of Education Documents):

"SDE-EIA: Technology/Device Pilot Project: For the current fiscal year, the Department of Education is authorized to utilize up to \$4,500,000 of available carry forward funds, not including CDEPP or 4K fund, for the purchase of electronic devices and digital content. The Department of Education may select up to six school districts to participate in this pilot project. For purposes of this pilot, digital content is not defined as the digital equivalent of printed instructional material. Districts receiving approval from the State Board of Education may purchase devices and digital content directly from a state approved vendor. The department must provide a certification form for a local school board on behalf of the school district to approve in a public meeting have signed by the board chairman and district superintendent requesting approval for funding based on the number of students in the schools participating in the pilot."

Charleston County School District (CCSD) Project Design:

DIGITAL DEVICES

Student mobile devices are powerful tools that have tremendous potential to help cultivate innovation, develop 21st century skills and improve student outcomes. CCSD is putting mobile technologies into the hands of teachers and students in order to:

1. develop critical technology proficiency and 21st century skills that every South Carolina high school graduate needs in order to succeed in college and the global workforce
2. support a transformation towards self-directed learning in a meaningful and lasting way
3. provide access to relevant and interactive digital content

CCSD has incrementally rolled out 1:1 learning in 31 of its 84 schools through new construction projects, grants and pilots. The remaining 53 schools have a very small number of cart sets of mobile devices that are shared across multiple classrooms.

DIGITAL CONTENT

In Fall 2014, CCSD began implementing Discovery Education Science Techbook in middle school science classrooms and ALEKS digital content in all math classrooms. The district has also partnered with Discovery Education to provide high-quality professional learning to participating teachers.

To further support science and math in our middle and high schools, CCSD would like to obtain a 1-year subscription for Explore Learning Gizmos interactive content. This would help individualize student learning in the areas of math and science by providing access to inquiry-based online simulations.

PROPOSAL

Because many CCSD middle schools do not have adequate access to the technology needed to fully implement digital content with students, the district is proposing to the State Board of Education that it be considered for approval to receive funding from the Technology/Device Pilot Project for the acquisition of:

- 1) Chromebooks for five non 1:1 middle schools (grades 6-8) to support the district's implementation of:
 - o Discovery Education Science Techbook
 - o ALEKS digital math content (already in place)

- Explore Learning Gizmos
- 2) A one-year subscription to Explore Learning Gizmos digital content for math and science

Implementation Plan:

CCSD's implementation plan will include the acquisition, preparation and assignment of mobile devices to students and teachers in five pilot middle schools.

Professional learning and classroom-embedded support is the most critical element to successful implementation. CCSD will build on its current Digital Learning Cohort (DLC) program in order to provide a practical best practice approach. A small number of teachers selected to participate in CCSD's DLC program are adopting 1:1 mobile technology to help develop 21st century skills with their students and maximize learning. These committed classroom teachers receive direct support from Technology Instructional Coaches, and meet in cohorts throughout the year for professional development. The program emphasizes teacher collaboration and moving students toward self-directed learning.

Middle school math and science teachers in the proposed pilot program will participate in Digital Learning Cohorts that incorporate the implementation of Discovery Education Science Techbook for science content, ALEKS for math content and Gizmos for math and science. Participants will build on a foundation of best practice technology integration and 21st century skills development with their students.

Professional development and instructional support for pilot math and science middle school teachers will be provided by: CCSD Ed Tech, CCSD Curriculum and Instruction, Discovery Education, and Advanced Learning Partnerships. The emphasis will be on practical implementation, student access to digital content, self-directed learning, and a reflective approach to technology integration.

Proposed Budget:

- 1) Student mobile devices for students in 5 pilot schools, grades 6-8:
 - 1:1 Chromebooks at CE Williams Middle Math and Science Magnet
 - \$340 per device x 750 students = \$255,000
 - Chromebooks for all math and science classrooms at Cario Middle, Morningside Middle, Ft. Johnson Middle, and James Island Middle
 - Cario math and science classrooms: 500 devices = \$170,000
 - Ft. Johnson Middle math and science classrooms: 400 devices = \$136,000
 - James Island Middle math and science classrooms: 250 devices = \$85,000
 - Morningside Middle math and science classrooms: 450 devices = \$153,000
 - 2) Gizmos subscription for secondary students: \$125,000
- Total: \$924,000**

Contacts:

Lainie Berry: Director, Educational Technology elaine_berry@charleston.k12.sc.us
Rodney Moore: Science Curriculum Specialist Rodney_moore@charleston.k12.sc.us
Cathy Demers: Math Curriculum Specialist catherine_demers@charleston.k12.sc.us
Solange Brewer: Media and Digital Content Specialist solange_brewer@charleston.k12.sc.us

1A.72. (SDE-EIA: Technology/Device Pilot Project) For the current fiscal year, the Department of Education is authorized to utilize up to \$4,500,000 of available carry forward funds, not including CDEPP or 4K funds, for the purchase of electronic devices and digital content. The Department of Education may select up to six school districts to participate in this pilot project. For purposes of this pilot, digital content is not defined as the digital equivalent of printed instructional material. Districts receiving approval from the State Board of Education may purchase devices and digital content directly from a state approved vendor.

In order to best serve schools and students within the school district, the school district must develop an implementation plan listing the devices and digital content by grade level and subject and the implementation plan must be presented to the local school board in a public meeting for approval and be made available to the public on the school district website prior to the public school board meeting.

The department must provide a certification form for a local school board on behalf of the school district to approve in a public meeting, have signed by the board chairman and district superintendent requesting approval for funding based on the number of students in the schools participating in the pilot. The department must develop the certification form with the intent of assisting school districts with meeting State Board of Education approval.

Upon school board approval, and no later than July twenty-fifth, the certification form and the detailed plan must be submitted to the department for State Board of Education approval. The State Board of Education must notify the school district of their decision to approve or disapprove no later than August fifteenth. If a school district does not receive State Board of Education approval the valid cause along with measurements necessary for the school district to meet approval must be provided to the local school board. The school district may make the required adjustments to their implementation plan and resubmit their certification form and plan to the State Board of Education for subsequent approval no later than ten days from the date of resubmission.

The school district may utilize no more than ten percent of the funds for professional development on the use of the acquisitions and must utilize no less than ninety percent of the funding received for the acquisition of devices and digital content. If approved the school district is required to ensure that all participating students in the pilot have access to the curriculum needed without regard to the student's home internet access capabilities.

The school district shall establish rules and policies that provide for the reasonable care and safety of the materials to include reasonable penalties for abuse, destruction, and loss and excluding ordinary wear and tear, provide for reimbursement by the pupils, their parents or legal guardians.

No later than December 15, 2015, the department shall provide a report outlining the implementation and use in the selected districts to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee and the Chairman of the House Education and Public Works Committee

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75 Calhoun Street, Charleston, SC 29401

**Financial Services
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Michael L. Bobby
DATE: August 24, 2015
SUBJECT: FY2016 Budget Amendment for Debt Service

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve the proposed budget amendment for FY2016 Debt Service Fund.

The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:

Gerrita Postlewait, Ed.D. Superintendent of Schools	<i>Gerrita Postlewait</i>
Michael L. Bobby Chief Financial Officer for Capital Programs & Operations	<i>ML Bobby 8/18/15</i>

Committee Recommendation(s):

Mr. Todd Garrett, Chair Audit & Finance Committee	
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10.10

Financial Services
August 24, 2015

SUBJECT:

FY2016 Budget Amendment for Debt Service

BACKGROUND:

As part of the FY2016 budget process, the Debt Service budget was presented to include a two mill tax increase. The information was presented at the May 4, 2015 Audit & Finance Committee outlining the proposed bus purchase cycles. The proposed budget was presented at First Reading of the FY2016 Budget on May 11, 2015. Finally, the proposed millage increase was presented in the final version of the budget scheduled for June 22, 2015. This budget was adopted on June 29, 2015.

DISCUSSION:

With the adoption of the FY2016 budget, the adjustments to bell times and bus schedules, staff recommends delaying the millage increase in Debt Service for the purchase of buses. There are many process improvements related to the transportation area and those require diligent time and effort to be successful. To that end, it is recommended that the Board amend the Debt Service FY2016 budget to remove the proposed two mill increase. Staff will continue to review and plan for the purchase of buses for the District and to bring forward a plan that efficiently utilizes our resources in staff time, financially and for the tax payer.

RECOMMENDATION:

Approve the proposed budget amendment for FY2016 Debt Service Fund

FUNDING SOURCE/COST:

No cost associated with this action

FUTURE FISCAL IMPACT:

Future Debt Service budgets and associated millage levy must be reviewed and refined to ensure appropriate resources are available.

DATA SOURCES:

Board action to adopt FY2016 budget – June 29, 2015
County Auditor property values and tax assessment

PREPARED BY:

Michael L. Bobby, CFOCP
Terri Shannon

REVIEWED BY LEGAL SERVICES

N/A

REVIEWED BY PROCUREMENT SERVICES

N/A

ATTACHMENTS

Presentation to Audit & Finance – May 4, 2015

- Agenda item 4.8
- Attachment 7 of handouts

Presented to Board of Trustees

- 1st Reading of Budget – May 11, 2015
 - Agenda item 10.1G
 - Pages 19 – 22 of handouts
 - Power Point presentation – May 11, 2015
- Scheduled 2nd Reading of Budget – June 22, 2015
 - Agenda item 8.1B
 - Bound Budget Book (dated June 8, 2015) – page 77
 - Presented & approved – June 29, 2015

Debt Service Millage Presentations and Reports

Presented to Audit & Finance – May 4, 2015

- Agenda item 4.8
- Attachment 7 of handouts

Presented to Board of Trustees

- 1st Reading of Budget – May 11, 2015
 - Agenda item 10.1G
 - Pages 19 – 22 of handouts
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CHARLESTON COUNTY SCHOOL DISTRICT
Analysis of Bus Purchase
Debt Service Millage

FIRST 5-YEAR CYCLE

of mills to be used for bus purchase
 Value of mill for Debt Service
 \$ generated to purchase buses
 Average cost of bus
 # of buses that could be purchased each year
 Cumulative # that could be purchased

<u>FY2015</u>	<u>FY2016</u>	<u>FY2017</u>	<u>FY2018</u>	<u>FY2019</u>
2.00	2.00	2.00	2.00	2.00
\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M
\$ 6,200,000	\$ 6,200,000	\$ 6,200,000	\$ 6,200,000	\$ 6,200,000
\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
62	62	62	62	62
62	124	186	248	310

SECOND 5-YEAR CYCLE ♦

of mills to be used for bus purchase
 Value of mill for Debt Service
 \$ generated to purchase buses
 Average cost of bus
 # of buses that could be purchased each year
 Cumulative # that could be purchased

<u>FY2020</u>	<u>FY2021</u>	<u>FY2022</u>	<u>FY2023</u>	<u>FY2024</u>
0.00	0.00	0.00	0.00	0.00
\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
0	0	0	0	0
0	0	0	0	0

THIRD 5-YEAR CYCLE

of mills to be used for bus purchase
 Value of mill for Debt Service
 \$ generated to purchase buses
 Average cost of bus
 # of buses that could be purchased each year
 Cumulative # that could be purchased

<u>FY2025</u>	<u>FY2026</u>	<u>FY2027</u>	<u>FY2028</u>	<u>FY2029</u>
2.00	2.00	2.00	2.00	2.00
\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M
\$ 6,200,000	\$ 6,200,000	\$ 6,200,000	\$ 6,200,000	\$ 6,200,000
\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
62	62	62	62	62
62	124	186	248	310

♦ May be a need to purchase some replacements earlier than the Third Cycle depending on growth, substitutes, early replacement, activity buses, specialty buses, etc.

CHARLESTON COUNTY SCHOOL DISTRICT
Millage changes - FY2015 to FY2016
Impact to Taxpayer

Automobile	FY2015 General Operating	FY2015 Debt Service	FY2015 Total Debt/GOF	FY2016 10.0 mill increase- GOF	FY2016 2 mill increase- Debt Service	FY2016
Assessed Value	\$20,000	\$20,000	\$20,000			
Assessment Rate - 6%	1,200	1,200	1,200			
Assessment/1,000	1.20	1.20	1.20			
Millage levy	100.5	26.0	126.5	110.5	28.0	138.5
Property Tax	\$ 120.60	\$ 31.20	\$ 151.80	\$ 132.60	\$ 33.60	\$ 166.20
Property Tax Relief Credit	0.00		0.00	0.00		0.00
Net Property Taxes	\$ 120.60	\$ 31.20	\$ 151.80	\$ 132.60	\$ 33.60	\$ 166.20
Change in \$ amount to taxpayer				\$ 12.00	\$ 2.40	\$ 14.40
Operating Debt Service TOTAL						
FY2015 tax	\$ 120.60	\$ 31.20	\$ 151.80			
FY2016 tax	132.60	33.60	166.20			
Change in taxes paid	\$ 12.00	\$ 2.40	\$ 14.40			

CHARLESTON COUNTY SCHOOL DISTRICT
Millage changes - FY2015 to FY2016
Impact to Taxpayer

Owner Occupied	FY2015 General Operating	FY2015 Debt Service	FY2015 Total Debt/GOF	FY2016 10.0 mill increase- GOF	FY2016 2 mill increase- Debt Service	FY2016
Assessed Home Value	\$100,000	\$100,000	\$100,000			
Assessment Rate - 4%	0	4,000	4,000			
Assessment/1,000	0.00	4.00	4.00			
Millage levy	100.5	26.0	126.5	110.5	28.0	138.5
Property Tax	\$ -	\$ 104.00	\$ 104.00	\$ -	\$ 112.00	\$ 112.00
Property Tax Relief Credit	0.00		0.00	0.00		0.00
Net Property Taxes	\$ -	\$ 104.00	\$ 104.00	\$ -	\$ 112.00	\$ 112.00
Change in \$ amount to taxpayer				\$ -	\$ 8.00	\$ 8.00
Operating Debt Service TOTAL						
FY2015 tax	\$ -	\$ 104.00	\$ 104.00			
FY2016 tax	-	112.00	112.00			
Change in taxes paid	\$ -	\$ 8.00	\$ 8.00			

CHARLESTON COUNTY SCHOOL DISTRICT
Millage changes - FY2015 to FY2016
Impact to Taxpayer

NON-Owner Occupied	FY2015 General Operating	FY2015 Debt Service	FY2015 Total Debt/GOF	FY2016 10.0 mill increase- GOF	FY2016 2 mill increase- Debt Service	FY2016
Assessed Home Value	\$100,000	\$100,000	\$100,000			
Assessment Rate - 6%	6,000	6,000	6,000			
Assessment/1,000	6.00	6.00	6.00			
Millage levy	100.5	26.0	126.5	110.5	28.0	138.5
Property Tax	\$ 603.00	\$ 156.00	\$ 759.00	\$ 663.00	\$ 168.00	\$ 831.00
Property Tax Relief Credit	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>		<u>0.00</u>
Net Property Taxes	\$ 603.00	\$ 156.00	\$ 759.00	\$ 663.00	\$ 168.00	\$ 831.00
Change in \$ amount to taxpayer				\$ 60.00	\$ 12.00	\$ 72.00
Operating Debt Service TOTAL						
FY2015 tax	\$ 603.00	\$ 156.00	\$ 759.00			
FY2016 tax	663.00	168.00	831.00			
Change in taxes paid	\$ 60.00	\$ 12.00	\$ 72.00			

CHARLESTON COUNTY SCHOOL DISTRICT
Millage changes - FY2015 to FY2016
Impact to Taxpayer

NON-Owner Occupied	FY2015 General Operating	FY2015 Debt Service	FY2015 Total Debt/GOF	FY2016 10.0 mill increase- GOF	FY2016 2 mill increase- Debt Service	FY2016
Assessed Home Value	\$1,000,000	\$1,000,000	\$1,000,000			
Assessment Rate - 6%	60,000	60,000	60,000			
Assessment/1,000	60.00	60.00	60.00			
Millage levy	100.5	26.0	126.5	110.5	28.0	138.5
Property Tax	\$ 6,030.00	\$ 1,560.00	\$ 7,590.00	\$ 6,630.00	\$ 1,680.00	\$ 8,310.00
Property Tax Relief Credit	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>		<u>0.00</u>
Net Property Taxes	\$ 6,030.00	\$ 1,560.00	\$ 7,590.00	\$ 6,630.00	\$ 1,680.00	\$ 8,310.00
Change in \$ amount to taxpayer				\$ 600.00	\$ 120.00	\$ 720.00
Operating Debt Service TOTAL						
FY2015 tax	\$ 6,030.00	\$ 1,560.00	\$ 7,590.00			
FY2016 tax	6,630.00	1,680.00	8,310.00			
Change in taxes paid	\$ 600.00	\$ 120.00	\$ 720.00			

CHARLESTON COUNTY SCHOOL DISTRICT
Millage changes - FY2015 to FY2016
Impact to Taxpayer

Personal Property	FY2015 General Operating	FY2015 Debt Service	FY2015 Total Debt/GOF	FY2016 10.0 mill increase- GOF	FY2016 2 mill increase- Debt Service	FY2016
Assessed Home Value	\$10,000	\$10,000	\$10,000			
Assessment Rate - 10.5%	1,050	1,050	1,050			
Assessment/1,000	1.05	1.05	1.05			
Millage levy	100.5	26.0	126.5	110.5	28.0	138.5
Property Tax	\$ 105.53	\$ 27.30	\$ 132.83	\$ 116.03	\$ 29.40	\$ 145.43
Property Tax Relief Credit	<u>0.00</u>		<u>0.00</u>	<u>0.00</u>		<u>0.00</u>
Net Property Taxes	\$ 105.53	\$ 27.30	\$ 132.83	\$ 116.03	\$ 29.40	\$ 145.43
Change in \$ amount to taxpayer				\$ 10.50	\$ 2.10	\$ 12.60
Operating Debt Service TOTAL						
FY2015 tax	\$ 105.53	\$ 27.30	\$ 132.83			
FY2016 tax	116.03	29.40	145.43			
Change in taxes paid	\$ 10.50	\$ 2.10	\$ 12.60			

CHARLESTON COUNTY SCHOOL DISTRICT
Analysis of Fund Balance Capacity
Using FY2014 Audit and FY2015 Budget Information

	FY2014 Audit Amount
Total Fund Balance (Audited)	\$ 56,962,528
Non-Spendable (Prepays & Inventory)	7,382,268
Assigned (Future Year Expenditures)	7,424,722
Assigned - Carry Over Purchase Orders	2,938,167
Unassigned Fund Balance	\$ 39,217,371

**CCSD Fund Balance Policy = 5% of Budgeted Revenues
for Next Year (FY2015 Budgeted Revenues =**

\$396,584,426)	\$	19,829,221
Capacity Remaining ^A	\$	19,388,150

**CCSD Fund Balance Policy = 8.33% of Budgeted
Revenues for Next Year (FY2015 Budgeted Revenues =**

\$396,584,426)	\$	33,035,483
Capacity Remaining ^A	\$	6,181,888

^A Amount is in excess of the Use of Fund Balance assigned
for Future Year Expenditures

Charleston > excellence is our standard
County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

Financial Services
Board Agenda Item

TO: Board of Trustees

FROM: Michael L. Bobby

DATE: May 11, 2015

SUBJECT: First Reading of the Fiscal Year (FY) 2016 Budget

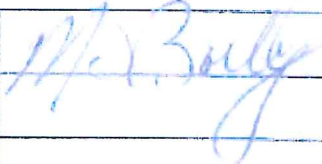
RECOMMENDATION: Staff recommends that the Charleston County School District Board of Trustees accept the first reading of the Fiscal Year 2016 Charleston County School District Budget. The acceptance of the first reading of the budget is received with the following direction through which the budget will be presented at the second and final reading on June 8, 2015.

- 1.
- 2.
- 3.
- 4.

The material is submitted for:

☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:

Mr. Michael Bobby Acting Superintendent of Schools	
Dr. Lisa Herring Deputy Superintendent for Academics	
Mr. Jeff Borowy Deputy for Capital Programs	

Committee Recommendation(s):

Audit and Finance Committee recommendation:

We will move forward with execution of this budget with emphasis upon both revenue and expenditure controls in order to minimize reliance on additional tax dollars while maximizing revenue in current and future years.

DATA SOURCES:

Michael Bobby, Acting Superintendent of Schools
Terri Shannon & Kellie Meyer, Financial Services
Bill Briggman & Yvonne Marshall, Human Resources
Allen Milburn & Lisa Cizler, Budgeting Office
Carol Clark, Legal Counsel

PREPARED BY:

Michael Bobby

REVIEWED BY LEGAL SERVICES

Carol Clark, Haynesworth Sinkler Boyd

REVIEWED BY PROCUREMENT SERVICES

ATTACHMENTS

Budget documents with multiple scenarios as revised for General Operating Fund
Progression of budget presentations for General Operating Fund
Copies of Budget Book for Special Revenue, Education Improvement Act, Food Service,
Debt Service & Capital Projects

Finance & Operations
May 11, 2015

SUBJECT:

Adoption of Fiscal Year 2016 Budget First Reading

BACKGROUND:

The Charleston County School District Board of Trustees annually is presented and ultimately adopts a spending plan for the District each fiscal year. The spending plan is adopted through a budget resolution that encompasses the following elements:

1. General Operating Fund budget
2. Special Revenue Fund budget
3. Education Improvement Act Fund budget
4. Food Service Budget
5. Debt Service/Capital Budget

Until FY 2013, the previous four-year history of adopting budgets for the Charleston County School District illustrates a significant restraint with respect to expenditure controls and reductions, while at the same time balancing with little or no amount of additional funding except for one-time ARRA (stimulus) funds. There have been no operating fund tax increases for the previous four years. The existing millage is 100.5 mills. It was increased from 98.6 for FY 13 but offset by reducing debt service from 27.9 to 26 mills.

During the past five years while the Board and staff have collaborated to make difficult yet strategic financial decisions designed to emerge out of economic strife in a more sustainable and stronger position the challenges of sustainability and adapting to new expenses that have not been part of the budget scene for the past several years are more clearly present.

DISCUSSION:

This first reading of the budget as is presented, was established with the following parameters and assumptions:

1. Base budgets were not increased for buildings and/or departments.
2. Operational expenses that are not within the District's control, such as the utility increases, increases in employer health care benefits, increases in employer retirement benefits, increases in operational expenses to support additional building square footage and program continuation, all are added to base budgets from this current year.
3. Discretionary increases in this budget are designed to support foremost, the highest priorities that the Board, staff and community have identified for the District. These are outlined on GOF Budget page 7 on lines 45 through 55.

resources where they generate the greatest return on investment. We will continue to protect the classroom. We will continue to look for ways to reduce expenditures and get more out of our resources as we look forward over time.

4. Another methodology deployed to remove stress from the general fund was to identify and move technology software, support and purchases from the general fund to the fixed cost of ownership capital program. This resulted in approximately \$1,700,000 in exchange of cost from the general fund in fiscal 2013 and this has grown to over \$4 million in fiscal 2016. The effect to protect the general fund however, at the same time does draw down our ability to respond to other capital needs as a result of placing these expenditures in the fixed cost of ownership capital area.

5. Fund Balance – In order to bring forward a balanced budget inclusive of the strategic initiatives and budget decisions already made. This budget carries forward an amount of fund balance of \$7.4 million to be used as revenues. As presented to the Board previously, this fund balance should be considered one-time funding.

This budget proposal is directly in support of Vision 2016. It retains important support for our strategic initiatives as well as necessary operational expenses. The overall general fund budget is listed in the overview ranging from \$421,835,716 to \$432,243,716. The most appropriate budget will raise our total millage assessed for school operations from 100.5 to 103.3 for an increase of 2.80 mills above our current millage. This millage still remains one of the lowest, if not the lowest, amount in the state and when combined with our debt service millage is certainly one of the lowest, if not the lowest across the state.

6. Continuation of cost controls, cost reductions and cost efficiencies – In order to continue to review our budget for the most effective use of our limited resources we are advertising for members of a Task-Force on Cost Controls and Efficiencies. Out of the task force we expect to initiate a staffing study and consider performance audits. Additionally we are preparing to initiate zero-based budgeting as we move into the FY2017 budget process.

As previously stated, part and parcel to adopting this budget, we are including the resolution for a Tax Anticipation Note (TAN). This is the same process used in fiscal 2015, and continues to provide efficiency with respect to the timing and processing of the TAN in order to meet cash flow requirements. The TAN is completely paid for with tax collections through the course of this year.

TAN RESOLUTION:

Pursuant to the authorization of the Constitution and laws of the State of South Carolina, the Chief Financial and Operations Officer is hereby authorized to arrange for the issuance of tax anticipation notes ("TANs") in an aggregate amount not exceeding

In summary, in order to bring forward a budget inclusive of the items previously listed, this budget carries forward with it a use of fund balance. The fund balance used at this time is listed as \$7,400,000. Please note this still allows us to meet the District's goal of at least 8.33% fund balance going forward. In addition, to balance the budget, this first reading includes three options for finalizing a balanced budget. They are (1) Revisit Base Budget Decisions and contract increases; (2) Establish a millage increase of 10.0 mills and/or (3) Add additional use of fund balance.

It is staff's intent to continue to fine tune our revenue and expenditure projections through the second and final reading. Staff is seeking to do everything possible to reduce the reliance on fund balance as we go forward. In order to be sustainable, we must reduce, to the maximum extent possible, reliance on one-time money which, of course, is reflected in the use of fund balance.

Other Items of Note:

The final adoption of the budget will include a resolution to approve the Tax Anticipation Note (TAN). We have used this method for a few years now. The purpose for including the TAN is to be more efficient by eliminating a separate action required at the end of June and increasing the amount of time in which we can market and sell the TAN. The language in the Budget Resolution approving the TAN will read as follows once we size the amount needed based on FY2016 budgets and cash flow projections.

Pursuant to the authorization of the Constitution and laws of the State of South Carolina, the Chief Financial and Operations Officer is hereby authorized to arrange for the issuance of tax anticipation notes ("TANs") in an aggregate amount not exceeding [\$\$ to be determined] to obtain funds to defray the cost of operation and maintenance of the School District pending the collection of ad valorem property taxes levied for Fiscal Year 2015-16 and receipt of reimbursements from the State of South Carolina paid in lieu of ad valorem taxes levied against owner-occupied residential real property pursuant to Section 11-11-156 of the Code of Laws of South Carolina 1976, as amended. For the payment of the principal of and interest on the TANs as the same respectively mature, there are hereby pledged the full faith, credit and taxing power of the School District and all sums realized from the ad valorem taxes to be levied upon all taxable property in the School District for the Fiscal Year 2015-16, together with amounts received as State aid as described above, with the exception of such amounts as are required to defray the cost of operations and maintenance in the School District from July 1, 2015 to January 15, 2016, less all other funds available therefor.

The TANs shall be issued in compliance with State and Federal law and upon such terms as determined by the Chief Financial and Operations Officer, provided that the aggregate principal amount of the TANs shall not exceed [\$\$ to be determined] and the TANs shall mature no later than April 1, 2016. The Chief Financial and Operations Officer is authorized to solicit bids for the sale of the TANs and to award the TANs to the bidder offering the lowest net interest cost to the School District without further action of the Board of Trustees of the School District.

RECOMMENDATION:

Finance & Operations
June 22, 2015


SUBJECT: Adoption of Charleston County School District Fiscal Year 2016 Budget

BACKGROUND:

The Charleston County School District Board of Trustees annually is presented and ultimately adopts a spending plan for the District. The spending plan is adopted through a budget resolution that encompasses the following elements:

1. General operating fund
2. Special revenue fund
3. Education Improvement Act fund
4. Food Service budget
5. Debt Service/Capital budget

The previous five-year history of adopting budgets illustrates a significant restraint with respect to expense controls and reductions. This was accomplished at the same time of scant additional revenue. There have been no operating fund tax increases for the past six years. You may recall that for fiscal year 2013 we did increase the operating millage to 100.5 but equally reduced the debt service to 26 mills. This millage exchange was actually a reduction in taxes to all 4% property owners while at the same time adding no net increase on any other taxpaying group.



Regarding the debt service millage, it is consistent with what we have done in the past that we will issue 28 mills, which is an increase of 2 mills, to begin the process of investing and building our bus fleet. The Debt Service funds will be utilized to support significant and important projects as part of our Fixed Cost of Ownership as well as repayment of our outstanding debt.

During the past several years, the Board and staff collaborated to make difficult strategic financial decisions to prepare the District to emerge out of recession-like economic times in a more sustainable and stronger position (evidence by the growth of the District's fund balance). The challenges of sustainability while adapting to new expenses that have not been a part of the budget scene for the past few years are now and will continue to be upon us.

As has been our practice the last few years we have included in our budget adoption a resolution for issuing bonds. The resolution includes authority to proceed to secure a tax anticipation note (referred to as a TAN) that will enable the District to provide necessary cash flow as needed throughout the year.

**CHARLESTON COUNTY SCHOOL DISTRICT
DEBT SERVICE FUND BUDGET SUMMARY
FY 2015 to FY 2016**

	FY 2015 BUDGET	% of Total		PROPOSED FY 2016 BUDGET	% of Total
REVENUE:					
Sinking Fund Balance - July 1	12,000,000	13%	\$	30,000,000	25%
Ad Valorem Taxes	77,596,667	85%		87,548,736	73%
Delinquent Taxes	2,000,000	2%		2,000,000	2%
Interest Earnings - 2004 through 2006	<u>75,000</u>	<u>0%</u>		<u>-</u>	<u>0%</u>
Total Revenue All Sources	\$ 91,671,667	100%	\$	119,548,736	100%
EXPENDITURES:					
GO Bonds	38,415,105	46%		45,357,480	44%
Referendum bonds	0	0%		-	0%
Qualified Zone Academy Bonds	0	0%		-	0%
Qualified School Construction Bonds	1,751,839	2%		2,875,932	3%
GO Refunds	20,123,263	3%		24,964,863	24%
Fixed Cost of Operations	23,926,900	28%		30,366,169	29%
Push out debt restructure	0	0%		0	0%
Total Expenditures	\$84,217,107	100%		\$103,564,444	100%
Sinking Fund Balance - June 30	\$ 7,454,560		\$	15,984,292	

CHARLESTON COUNTY SCHOOL DISTRICT
Analysis of Bus Purchase
Debt Service Millage

FIRST 5-YEAR CYCLE

of mills to be used for bus purchase
Value of mill for Debt Service
\$ generated to purchase buses
Average cost of bus
of buses that could be purchased each year
Cumulative # that could be purchased

	FY2015	FY2016	FY2017	FY2018	FY2019
# of mills to be used for bus purchase	2.00	2.00	2.00	2.00	2.00
Value of mill for Debt Service	\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M
\$ generated to purchase buses	\$ 6,200,000	\$ 6,200,000	\$ 6,200,000	\$ 6,200,000	\$ 6,200,000
Average cost of bus	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
# of buses that could be purchased each year	62	62	62	62	62
Cumulative # that could be purchased	62	124	186	248	310

SECOND 5-YEAR CYCLE

of mills to be used for bus purchase
Value of mill for Debt Service
\$ generated to purchase buses
Average cost of bus
of buses that could be purchased each year
Cumulative # that could be purchased

	FY2020	FY2021	FY2022	FY2023	FY2024
# of mills to be used for bus purchase	0.00	0.00	0.00	0.00	0.00
Value of mill for Debt Service	\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M
\$ generated to purchase buses	\$ -	\$ -	\$ -	\$ -	\$ -
Average cost of bus	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
# of buses that could be purchased each year	0	0	0	0	0
Cumulative # that could be purchased	0	0	0	0	0

THIRD 5-YEAR CYCLE

of mills to be used for bus purchase
Value of mill for Debt Service
\$ generated to purchase buses
Average cost of bus
of buses that could be purchased each year
Cumulative # that could be purchased

	FY2025	FY2026	FY2027	FY2028	FY2029
# of mills to be used for bus purchase	2.00	2.00	2.00	2.00	2.00
Value of mill for Debt Service	\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M	\$3.1 M
\$ generated to purchase buses	\$ 6,200,000	\$ 6,200,000	\$ 6,200,000	\$ 6,200,000	\$ 6,200,000
Average cost of bus	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
# of buses that could be purchased each year	62	62	62	62	62
Cumulative # that could be purchased	62	124	186	248	310

0 - May be a need to purchase some replacements earlier than the Third Cycle depending on growth, substitutes, early replacement, activity buses, specialty buses, etc.

CHARLESTON COUNTY SCHOOL DISTRICT
Debt Service Expenditure Budget
FY 2016

Referendum bonds		\$ -
Series 2004A		
Series 2004B		
Series 2013A		
<hr/>		
GO Bonds		\$ 45,357,480
Series 2004		
Series 2006		
Series 2013A	\$ 11,208,180	
Series 2013B	\$ 16,671,050	
Series 2014	\$ 5,478,250	
Sinking Fund Projects	\$ 12,000,000	
Qualified Zone Academy Bonds		\$ -
QZAB	\$ -	
Qualified School Construction Bonds		\$ 2,875,932
QSCB 2009B	1,261,001	
QSCB 2010B	1,614,931	
GO Refunds		\$ 24,964,863
Series 2010A	6,588,413	
Series 2011	3,201,250	
Series 2012A	6,880,200	
Series 2012B	8,295,000	
Fixed Cost of Operations		\$ 30,366,169
Sell bonds for Fixed Cost of Ownership	24,166,169	
Sell bonds for Bus Purchase on 5-year cycle	6,200,000	
TOTAL PROJECTED FOR DEBT SERVICE FUND		<u><u>\$ 103,564,444</u></u>

CHARLESTON COUNTY SCHOOL DISTRICT
Debt Service Revenue Budget
FY 2016

PROPOSED
FY 2016
BUDGET

REVENUE:

Sinking Fund Balance - July 1, 2015	\$ 30,000,000
Ad Valorem Taxes @ 28.0 Mills	87,548,736
Delinquent Taxes	2,000,000
Interest Earnings - Series 2004	-
Interest Earnings - Series 2005	-
Interest Earnings - Series 2006	-
Total Revenue All Sources	\$ 119,548,736

Charleston > excellence is our standard
County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

**Finance & Operations
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Michael Bobby, Acting Superintendent of Schools
DATE: June 22, 2015
SUBJECT: Adoption of Charleston County School District Fiscal Year 2016 Budget

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve the proposed budget for Fiscal Year 2016. The budget may be amended based on factors yet to be finalized including but not limited to adoption of State of South Carolina budget and finalization of the federal budget.

The material is submitted for:

☒ Action ☐ Information

☒ Open ☐ Executive

Respectfully submitted:

Mr. Michael Bobby Acting Superintendent of Schools	
Dr. Lisa Herring Deputy Superintendent for Academics	
Mr. Jeff Borowy Deputy for Capital Programs	

Committee Recommendation(s):

Mr. Todd Garrett, Chair Audit & Finance Committee	
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Staff recommends that the Charleston County School District Board of Trustees accept the first reading of the Fiscal Year 2016 Charleston County School District Budget. The acceptance of the first reading of the budget is received with the following direction through which the budget will be presented at the second and final reading on June 8, 2015.

- 1.
- 2.
- 3.
- 4.

FUNDING SOURCE/COST:

General Operating Fund - \$430,106,901

Special Revenue Funds - \$69,442,404

Education Improvement Act Funds (EIA) - \$24,213,825

Debt Service - \$103,564,444

Food Service - \$25,589,790

FUTURE FISCAL IMPACT:

This sets the expenditure limits for the District for FY 2016 (school year 2015-2016). Final adoption of the budget will have future fiscal impact as the District must develop sustainability with respect to revenue and controls with respect to expenditures, in such a way that we can minimize reliance on additional tax dollars while maximizing the revenues that exist through current and future sources.

DATA SOURCES:

Michael Bobby, Chief Financial & Operations Officer

Terri Shannon, Executive Director of Financial Services

Kellie Meyer, Assistant Executive Director of Financial Systems

Allen Milburn, Director of Budgeting

Lisa Cizler, Budget Officer

Bill Briggman, Executive Director of Human Resources

PREPARED BY:

Terri Shannon, Executive Director of Financial Services

REVIEWED BY LEGAL SERVICES

N/A

REVIEWED BY PROCUREMENT SERVICES

N/A

DISCUSSION:

The budget as is being presented has a clear purpose which is to support Vision 2016's strategic plan, goals and actions therein.

The budget is presented with the following parameters and assumptions:

1. Base budgets were not increased in departments except as determined by additional operating costs that cannot be directly controlled such as utility costs, insurance premiums, the cost of additional students, etc.
2. Operational expenses that are not directly controllable include things such as premium increases for liability and property insurance, utility increases, increases in employer health care benefits, increases in employer retirement benefits, increases in operational expenses to support building square footage, program expansion, and additional students. They are all added to the base budget from this current year (FY 2015).
3. Discretionary increases in this budget are designed to support first and foremost priorities that the Board, staff, and community identify for the District. These include:

- a. Highly qualified staff. In this regard, the FY2016 budget can support a 1.5% Cost of Living Adjustment for all employees, an implementation of the compensation study @ 97.5% and the State-mandated step for teachers. In continuing to support CCSD members financially, it is a critical step to be able to attract, retain and support effective and high performing staff.

Note: These salary adjustments also impact other funding sources such as Title I and Food Service where positions are paid for from special revenue sources. As previously shown, the impact of contraction and/or where these sources are reduced cause each funding source area manager to rethink and live within the means of their budgets.

- b. Improvements to programs in support of highly effective staff, improved instruction, and improved overall achievement – There were many previous programmatic decisions that carry with them budget requirements for FY2016. These have been included in this budget resolution as well as strategic initiatives that are all designed to support key mission critical strategies. All again are focused on achieving the outcomes as laid out in our goals found in Vision 2016.

Note: There are still many remaining considerations that are not funded at all or at least to the extent that we believe are necessary. However, in every case we have made decisions and followed the philosophy that we will continue to try to place our

4. Another methodology deployed in the last three years was to identify and move technology software support and purchases from the General Operating Fund to the fixed cost of ownership/capital portion of our budget. This resulted in approximately \$3,500,000 of both cost avoidance and reduction to the general fund. This practice continues into the FY 2016 budget.
5. In the areas of facilities, maintenance, risk management, safety and security, furnishings, fixtures and equipment, mobile classrooms and technology, building level and departmental leaders were able to request needed support through the resource allocation request process. These prioritized actions are funded by the fixed cost of ownership budget that has already been approved at a level of \$23,000,000.
6. There continues to be areas that are not addressed in this budget. Not including these areas in the FY 2016 budget should not be construed as not having a high priority, there simply isn't enough money to cover expansion of these programs and the strategic initiatives that have been identified. Indicated on GOF Budget page 8 on lines 67 through 83 are some of the major areas that have not been included for next year.
7. In order to meet the needs of our students as it relates to bus schedules, staff has identified a means to purchase buses with a limited tax burden for our community. We are proposing to levy 2 mills annually for five years which would allow the District to build a fleet of just over 300 buses. The levy would then be reduced to zero for the next five years except in the case where replacement buses or buses needed for growth must be purchased. The cycle would then repeat itself in 5-year increments. See analysis on page 26.

\$80 million to obtain funds to defray the cost of operation and maintenance of the School District pending the collection of ad valorem property taxes levied for Fiscal Year 2015-16 and receipt of reimbursements from the State of South Carolina paid in lieu of ad valorem taxes levied against owner-occupied residential real property pursuant to Section 11-11-156 of the Code of Laws of South Carolina 1976, as amended. For the payment of the principal of and interest on the TANs as the same respectively mature, there are hereby pledged the full faith, credit and taxing power of the School District and all sums realized from the ad valorem taxes to be levied upon all taxable property in the School District for the Fiscal Year 2015-16, together with amounts received as State aid as described above, with the exception of such amounts as are required to defray the cost of operations and maintenance in the School District from July 1, 2015 to January 15, 2016, less all other funds available therefore.

The TANs shall be issued in compliance with State and Federal law and upon such terms as determined by the Chief Financial and Operations Officer, provided that the aggregate principal amount of the TANs shall not exceed \$80 million and the TANs shall mature no later than April 1, 2016. The Chief Financial and Operations Officer is authorized to solicit bids for the sale of the TANs and to award the TANs to the bidder offering the lowest net interest cost to the School District without further action of the Board of Trustees of the School District.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees approve the proposed budget for Fiscal Year 2016. The budget may be amended based on factors yet to be finalized including but not limited to adoption of State of South Carolina budget and finalization of the federal budget.

FUNDING SOURCE/COST:

General operating fund - \$432,243,716

Special revenue fund - \$68,250,113

Education Improvement Act fund - \$24,213,825

Food Service budget - \$25,589,790

Debt Service/Capital budget - \$103,564,444/\$171,325,697

FUTURE FISCAL IMPACT:

This action sets the expenditure limits for the District for Fiscal Year 2016 (school year 2015-2016). The adoption of this budget will have future fiscal impact as we continue to develop a model of sustainability. It is not projected to be sustainable in future years, meaning additional tax increases will need to be seriously considered.

Note: This is contingent upon changing economic conditions which cannot be understood at this time or changing of priorities and requirements by our Board, community, etc.



Student Learning Objectives (SLOs): Ensuring System Coherence and Effective Teaching in CCSD

**Department of Educator Effectiveness
August 24, 2015**



What are SLOs?

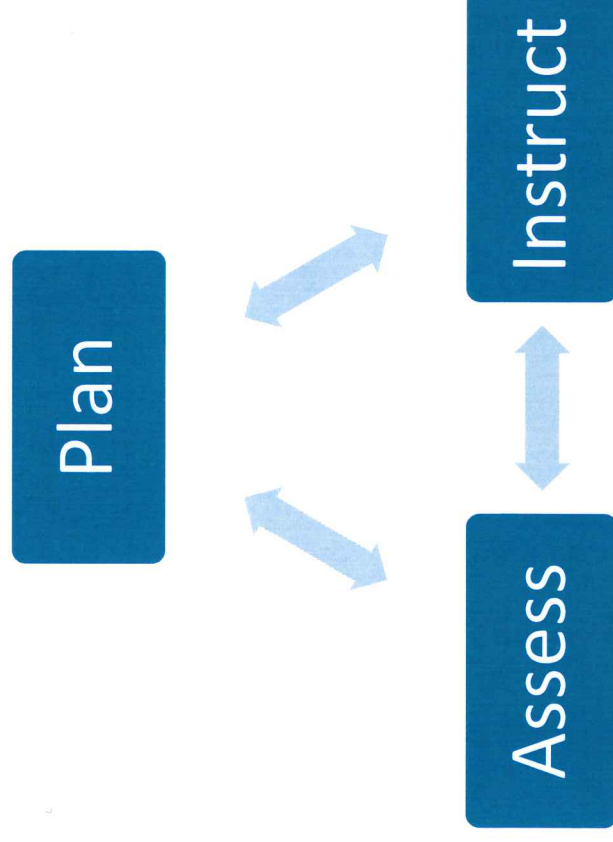
**How are SLOs
implemented in CCSD?**

**How will CCSD's
students and teachers
benefit from SLOs?**



SLOs = Good Teaching

SLOs reflect the iterative teaching process of planning, instructing, and assessing





SLOs Encompass the Majority of Teachers & Content

SLOs



All teachers who do not receive a VA estimate

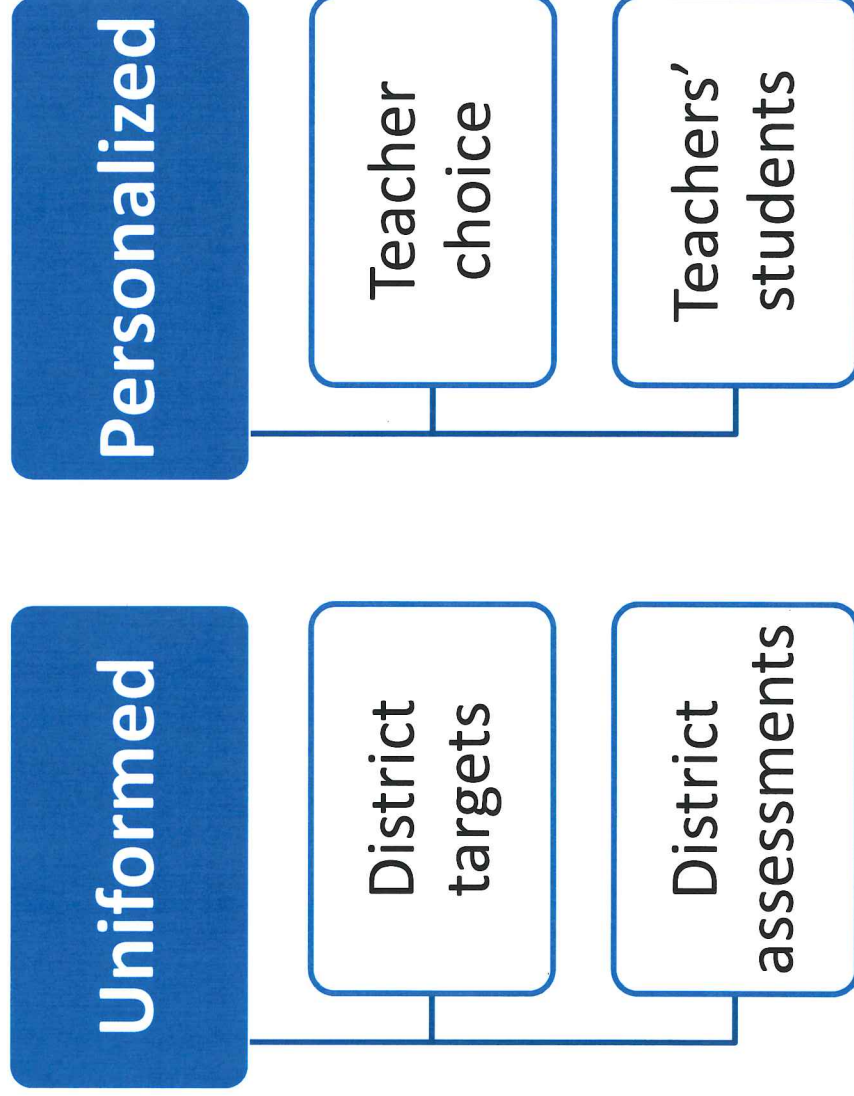
Value-Added



Grade 4 ELA & Math,
Core content teachers
Grades 5 – 8,
English I, Biology I, Algebra I,
& US History



CCSD's SLOs





Impacts of SLOs

Prepares CCSD teachers for State SLOs
Formalizes focus on achievement data
Promotes assessment literacy for educators
Expands achievement analysis beyond typical core subjects
Creates common language for effectiveness district-wide