

A. Charter School Mission Statement

Provide a clear and concise statement that defines the purposes and nature of the school in one or two sentences.

Riverview's mission is to create a small, diverse learning community that actively engages students in meaningful and innovative learning experiences. Emphasizing learning by doing, family and community involvement, and engaged citizenship, Riverview is committed to nurturing the whole child and preparing each student for a global society.

Indicate how the school seeks to make a difference in public education and support the intent of the South Carolina Charter Schools Act.

Riverview Charter School seeks to make a difference in public schools by supporting the intent of the South Carolina Charter Schools Act and using an instructional philosophy that constructs knowledge through experiences. By combining academics with civic engagement, Riverview aims to increase student achievement by creating rich, meaningful opportunities that make learning relevant and prepares students for the 21st Century.

Riverview **will support the intent of the South Carolina Charter Schools Act** by **improving student learning** in a variety of ways. We are committed to being a small learning community so that each child is known well and instruction can be

individualized. Riverview will use innovative instruction that challenges students and attends to individual learning styles. Our learning-centered, hands-on, experiential approach will improve student learning by creating opportunities to actively engage in meaningful learning. Service Learning opportunities will tie academic standards and instruction with community outreach. Educational experiences that include analysis, synthesis, and reflection will help students develop higher-order thinking skills.

Charter School will **increase learning opportunities for students.** Learning at Riverview will focus on educating the whole child, involving families and community members in education, teaching state standards and twenty-first century skills, and providing learning opportunities that foster engaged citizenship and environmental stewardship. Early intervention and after-school enrichment programs will provide additional learning opportunities for Riverview students.

Riverview Charter School will **encourage the use of a variety of productive teaching methods and create professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site** by using a strong, research-based educational philosophy to guide Riverview toward its mission. The methodologies used at Riverview will allow students to be active participants in their learning. Riverview will be a model school where teachers are involved in the research, design, and implementation of the curriculum. In addition, teachers will be encouraged to continuously reflect on their practice and improve upon their craft. Teachers will receive professional development opportunities and be

given time to work collaboratively to share insights, review and assess the educational program, and provide guidance to each other.

Riverview Charter School will **establish new forms of accountability** by using multiple measures of performance-based assessments which include multimedia learning portfolios and exhibitions; student/parent/teacher conferences led by the students; periodic academic, social, and emotional goal setting and reflection; teacher narratives; and rubrics that assess student improvement. Riverview will also use Measures of Academic Progress, an adaptive computer-based assessment of reading, language, and math skills.

Riverview Charter School will **assist South Carolina in reaching academic excellence** by having a strong educational plan that is research based and focuses on personalized learning opportunities, educating the whole child, and preparing each student for a global society.

In addition to supporting the intent of the SC Charter Schools Act, Riverview ***seeks to make a difference in public education*** by using an innovative instructional approach.

Riverview is committed to creating a small, diverse learning community that recognizes and values the whole child—cognitively, physically, socially, emotionally, aesthetically, and ethically—and provides educational opportunities for each dimension to grow and strengthen. By providing a setting that develops the natural learner in every child, Riverview supports children’s creativity, curiosity, and

individual needs, while preparing them to be responsible, engaged citizens able to be successful in a global society.

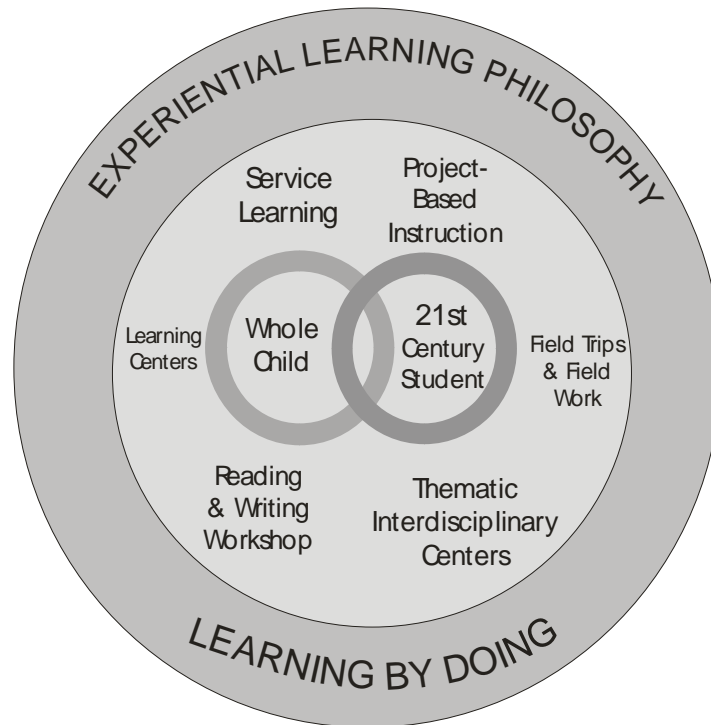
Riverview's experiential learning philosophy fosters learning by doing and constructing knowledge through experiences. Using an integrated curriculum with research-based methodology, students are encouraged to observe and explore their environment in a community that nurtures and respects each individual child.

At each grade level, the curriculum teaches basic academic concepts and skills, interwoven with interdisciplinary 21st century themes, through real-life experiences. Riverview students are challenged to practice their academic, social, and emotional skills through service projects they design and implement with community partners. Students develop their appreciation for the natural world through environmental education, guided experimentation, and fieldwork. They cultivate their natural artistic talents by actively participating in the visual and musical arts. Reading, writing, speaking, and mathematics are investigated through hands-on experiences and student-initiated projects. Students will come to know the world, embrace its cultures, participate in world language studies and learn its history through role play, interactive media and simulations. A wellness-focused curriculum promotes physical activity and healthy eating habits. Media literacy, collaboration, technology, and creative problem-solving skills weave their way through all content areas and foster critical thinking.

Using experiential principles as our guide, RCS will employ a variety of research-based educational approaches to help students accomplish the South Carolina Academic Standards through meaningful learning experiences. The strategies may include, but are not limited to:

- Service-Learning
- 21st century interdisciplinary themes
- Project-based learning
- Environmental education
- Reader's and writer's workshop
- Learner-centered, developmentally appropriate classrooms
- Integrated arts education
- Learning profiles
- Use of Garner's paradigm of multiple intelligences
- Theme-based learning projects
- Team teaching and collaboration
- Inter-class mentorship
- Inter-generational mentorship by family and community members
- World language studies beginning in the early grades
- Field trips and fieldwork
- Authentic, evidence-based assessments
- Academic, social, and emotional goal setting

- Conferences with the teacher, parent, and student
- Self-assessment and reflection for teachers and students



Through innovative instruction, RCS seeks to connect the theoretical perspective of Dewey's philosophy and the art of teaching to create learning opportunities that nurture the whole child and prepare each student for a global society.

B. Admissions Policies and Procedures

1. ENROLLMENT PROCEDURES

Describe the proposed student enrollment policies and procedures, including

a. Who will be eligible to attend the school;

In accordance with Section 59-40-50 of the South Carolina Charter Schools Act, Riverview Charter School's admission policy will be to admit all children eligible to attend public school in Beaufort County, subject to space limitations. The school will recruit, register and admit students without regard to race, religion, gender, natural origin, ancestry, disability, or need for special education services. Students residing outside of Beaufort County will be considered only if the total number of in-district enrolled students is less than capacity (228 students for 2009).

As part of the school's admissions policies and procedures, the Charter Committee and subsequent Boards and Administrations will publicize the charter school throughout Beaufort County to ensure that all ethnicities, academic ability ranges, and socioeconomic levels are aware of this school choice option. For example, in advance of submitting this charter application Riverview hosted Community Meetings throughout Beaufort County, spoke to civic groups, met with church and community leaders, and supplied information through multiple media outlets, a website and USPS mail. Riverview will continue these methods of outreach during implementation and particularly in advance of enrollment each year.

b. How will the applications be received and processed

Applications for enrollment will be disseminated at all of Riverview's Community Meetings as well as made available in locations such as County Library branches, the school's website and via USPS mail. Applications may be faxed, emailed, delivered in person or mailed to the following address: Riverview Charter School, P.O. Box 4202, Beaufort, SC 29903, from January 1 to January 31. Riverview will collect the applications daily and will notify parents by USPS mail to confirm the school's receipt of their application. Applications received after 4:30 p.m. on January 31, will be considered on a space-available basis and in the order upon which they are received.

c. How a lottery will be conducted for the first and subsequent years of operation if applications exceed the capacity

If the number of applications received between January 1 and January 31, exceeds the number of pupils permitted per grade, a lottery will be conducted for that grade level(s), in compliance with Section 59-40-50 of the SCCSA (1996). Parents or guardians of all affected applicants will be notified via USPS that the lottery will occur on the third Monday in February, (February 16, 2009) as well as the designated place and time of the meeting. The lottery will be conducted as a public meeting and representatives of Riverview Charter School and the Beaufort County Board of Education will be on hand to conduct and ensure lawful operation of the lottery.

Procedures for each lottery will be as follows: (a) a lottery card will be made bearing the name of each applicant involved and sealed in an unmarked envelope; (b) the envelopes containing the lottery cards will be placed in a large, transparent bin and thoroughly shuffled; (c) the Sponsor representative will draw one envelope at a time then read the name of the applicant as it appears on the card; (d) a record of the order in which the names are called will be kept by the Secretary of the Charter Committee or Board of Directors, as well as recorded on the student's application. This process will continue until all of the envelopes have been drawn, opened and recorded. The class roster for the affected grade will include the students whose names were drawn in lottery order equaling the number of enrollment openings for that grade. The remaining names will compose the wait list for that grade by order of their lottery number. There is no appeal process when an applicant is denied admission because of lottery results and acceptance to the school, through standard enrollment or lottery, may not be deferred to another school year.

d. Whether priority enrollment will be granted to any specific groups of students

Per Section 59-40-50(8) of the SCCSA (1996), exceptions for enrollment are permitted to: (a) siblings of a student already enrolled; (b) children of a charter school employee; (c) children of the Charter Committee, provided their total enrollment does not constitute more than twenty (20) percent of the enrollment of the charter school. Riverview Charter School will honor these special circumstances for priority

enrollment and applicants with “priority” status will be exempt from lotteries. Additionally, applicants living within Beaufort County will be given priority status over applicants residing outside of Beaufort County, but in-district applicants will not be exempt from lotteries unless they meet the abovementioned criteria.

2. STUDENTS OUTSIDE THE DISTRICT

If the school plans to enroll out-of-district students, provide:

- a. the estimated percentage of out-of-district enrollment;*
- b. approval provisions for the receiving school district if the out-of-district enrollment is expected to be greater than twenty (20) percent,*
- c. notification of sending school district of transferring students, and*
- d. approval provisions for the sending district if more than twenty (20) percent of the school's enrollment is from a district other than the school's sponsor.*

Riverview Charter School will enroll out-of-district students pursuant to Section 59-40-145 of the SCCSA (1996), however Riverview will limit out-of-district enrollment to twenty (20) percent of the charter school's total enrollment. At this time, the Charter Committee has received Pre-Enrollment Applications for one hundred eighty-four (184) students, and six (6) of those applicants reside out-of-district (approximately 3%).

Students who reside within Beaufort County will have priority during enrollment over out-of-district students. Applications of out-of-district students will be considered in the order upon which they are received and in relation to the space available within

each grade level. Upon accepting a student from outside of the district, the charter school will immediately notify the sending school district of the transferring student.

3. STUDENT APPEALS PROCESS

Describe the appeals process, including appeal to the local school board of trustees, that will be offered to a student that is denied admission for a reason other than the results of a lottery.

In the event that Riverview Charter School denies admission for a reason other than the results of a lottery, the student may appeal the denial to the Beaufort County Board of Education. The appeal must be in writing and state the grounds on which the appeal is based. The decision made by that Board will be binding on the student and the charter school per Section 59-40-50 of the SCCSA (1996).

C. Support for the formation of a Charter School

1. CHARTER COMMITTEE

Provide the names and addresses of committee members including a summary of each member's experiences and qualifications.

Beginning in January 2007, a teacher and a parent hosted eleven (11) focus groups to gauge the community's interest in and support for the opening of a charter school in Beaufort County. Fifty-four (54) people attended these focus group meetings and were invited to participate in an open dialogue about their vision for public education as well as to share their positive learning and teaching experiences. The feedback and support from these initial meetings was overwhelmingly positive and several themes emerged. Our focus groups revealed that Beaufort County residents are concerned that students are not participating in their greater communities and that citizenship had become obsolete. Riverview answered that call by integrating community outreach with instruction. The Charter Committee sees Service Learning as the niche that will separate this school from other schools in the county and will attract families that want their children to become engaged citizens, while learning the skills they need to be successful.

Another theme that gained prominence in the focus groups was technology. Business leaders that attended the meetings shared their belief that Beaufort could carve a spot for itself in the marketplace by becoming a technology hub and no longer relying on agriculture and the service industry to fuel the economy. They

suggested technology be an integral part of the curriculum to allow students to be competitive in a rapidly changing global society. Parents reiterated this by voicing their desire for increased technology in the classrooms. Riverview answered this call by joining other schools in a coalition to teach to the 21st century student by providing a facility that is equipped to utilize the latest technology, by hiring an instructional technology teacher, and by integrating technology and other 21st century skills, such as creative problem solving and media literacy, into the curriculum.

Perhaps no other theme was stronger than the request for a small school with small class size. Nearly every focus group attendee expressed that this was the most important aspect in the school that they envisioned. They shared their wishes for the school be an intimate, caring community where children and their families are known and known well and where each child is recognized for their talents and gifts, as well as their special needs. After the Charter Committee reviewed the research it was easy to understand why Beaufort County residents felt so strongly about this topic - the data is overwhelming. Small schools with small class size increase student achievement for all students, particularly minorities. Riverview's Charter Committee answered this call by committing to *become* and *stay* a small learning community.

Consequently a partnership between parents, educators and community members was forged, and a Charter Committee was convened. During the last eighteen (18) months, Riverview's Charter Committee has grown to forty-one (41)

members, each of whom has actively participated in the planning and drafting of this charter application. The Charter Committee members are:

Name: Mallory Baches (Parent)

Address: 16 Oak Pond Passage, Beaufort, SC 29906

Qualifications: Ms. Baches graduated from the University of Notre Dame with a degree in Architecture. She has practiced in architecture and planning for 10 years. She worked as a designer and project manager for six years, for firms in San Francisco, Washington, D.C., and Miami. During this time, Ms. Baches was a regular contributor to The Town Paper, a publication specializing in new urban and traditional town design. In 2004, Ms. Baches co-founded DPZ Pacific, an international town planning firm specializing in work in Asia and the Pacific Rim. She is a certified planner (AICP), an accredited green building professional (LEED), and a member of the Congress for the New Urbanism (CNU) and the National Trust for Historic Preservation.

Name: AnnMarie Bowden (Teacher, Parent)

Address: 11 Overdam, Beaufort, SC 29906

Qualifications: Ms. Bowden graduated from Clemson University with a degree in English Secondary Education. She has been a public school educator for nine years. During this time, Ms. Bowden taught high school English in South Carolina for a year before moving to Atlanta, Georgia. There, Ms. Bowden served as an eighth grade Language Arts teacher in Gwinnett County where she led the Local School Improvement Committee and taught professional development courses throughout the metro area. In addition to teaching, Ms. Bowden worked as a curriculum consultant for Turner Broadcasting and authored curriculum guides for Turner Classic Movies. In 1999, Ms. Bowden completed her Masters of Education in English Secondary Education from The University of Georgia. As a graduate assistant, she had the opportunity to conduct field research, train pre-service teachers, and instruct undergraduates. In 2000, Ms. Bowden co-wrote an article published in *Voices in the Middle* highlighting interviews she conducted with national leaders in education. Following her graduate work, Ms. Bowden returned to her eighth grade teaching position and served as a grade level chair for three years before moving to Beaufort County to raise her two children.

Name: Eric Brown (Parent)

Address: 10 B Le Chene Circle, Beaufort, SC 29906

Qualifications: Mr. Brown graduated from Kent State University with a degree in Science and Architecture. He has practiced architecture for fifteen years and has had his own practice for ten of those years. Eric holds an NCARB certificate and is licensed to practice architecture in ten states. He is also a long time member of the CNU and a founding member of the Carolina chapter.

Name: John Chase (Community Member)

Address: 53 James Habersham, Beaufort, SC 29906

Qualifications: Mr. Chase graduated from the University of Maine at Orono with a BA degree. He has been employed in the financial services and investment industry since 1980, beginning at Advest, Inc. in Portland, Maine from 1980-2001 and currently serving as Vice President of Investments at Wachovia Securities where he has been employed since 2001. While living in Maine, both John and his wife Michele served as members and directors of numerous local community organizations including PTO, Portland Youth Hockey Association, Yarmouth Historical Society and various school related booster activities.

Name: Ryan Christian (Parent)

Address: 12 Riverfront Place, Beaufort, SC 29902

Qualifications: Ms. Christian graduated from the Calhoun Honors College at Clemson University with a B.A. in Speech and Communications. She then went to work for several non-profit organizations including Egleston Children's Hospital and the American Red Cross. Following that, she moved to a career in sales with Priority One Staffing for several years before taking early retirement to raise three wonderful boys and continues on that career path today.

Name: James Crawford (Administrator)

Address: 3B Assembly Row, Beaufort, SC 29906

Qualifications: Mr. Crawford earned a BS degree in French from Mansfield University and a MSED degree as well as an administrative certificate from Bucknell University – all Pennsylvania degrees and certifications. As an NDEA Fellow in French, he studied in Lyons, France. He retired as Director of the Post-Baccalaureate Teacher Intern Certification Program at Susquehanna University. For most of his career, James served as a high school principal and chaired more than 15 accreditation committees for the Middle States Association of Colleges and Schools. For the Pennsylvania Department of Education, he served as a teacher certification college evaluator in both world languages and administration. His most

recent university teaching included a course in Designing Standards-Based Assessments.

Name: Jennifer Smith Drugge (Community Member)

Address: 25 Grace Park, Beaufort, SC 29906

Qualifications: Ms. Drugge grew up and attended schools all over the world; from Riyadh, Saudi Arabia to Athens, Greece to Tunis, Tunisia to London, England. She graduated from Bowdoin College in Brunswick, Maine with a BA in International Relations, after having completed her junior year at the London School of Economics. After fifteen (15) years working for several Fortune 500 companies in the Southeast, she now works for Habersham Properties in Beaufort, SC. Her responsibilities with Habersham Properties include facilitating all real estate closings, coordinating their Builder's Program, marketing, and general office management.

Name: Mandie Drye (Parent)

Address: 59 Grace Park, Beaufort, SC 29906

Qualifications: Ms. Drye graduated with an Associate of Arts Degree from Mississippi Gulf Coast Community College. She was recently accepted into the nursing program at Technical College of the Lowcountry for the 2008 fall semester and has three children ages 9, 4 and 1.

Name: Mary Foster (Teacher, Parent)

Address: 2507 Fripp Street, Beaufort, SC 29902

Qualifications: Ms. Foster graduated *summa cum laude* from Auburn University with a degree in elementary education. She worked in the North Carolina public schools for 5 years teaching kindergarten, third and fourth grades. During this time, Ms. Foster served as the grade level chair for one year as well as the chair of the Building Assistance Team (responsible for the screening of children with behavioral and/or academic concerns). She worked for an additional 2 years in North Carolina providing remediation for struggling students in third – fifth grade in both math and reading. Ms. Foster became certified to teach Kindermusik in May of 2004 and has been teaching music to children 5 and under for the last 3 years.

Name: Todd Hall (Parent)

Address: 125 South Park, Beaufort, SC 29906

Qualifications: Todd Hall earned a BS degree in Finance from the University of South Carolina, as well as, an MBA from Wake Forest University. Originally from Columbia, SC, he has spent his entire working career in the financial services industry; most recently as an Executive Vice President with Woodlands Bank, a \$250 million community bank headquartered out of Bluffton, SC. Prior to that, the majority of his career was with BB&T, where he served in a number of senior management roles. Mr. Hall has been a member of and served in various capacities with a number of state and national organization including the Mortgage Banker of America, the South Carolina Bankers Assoc. the Georgia Bankers Assoc., and the South Carolina Low Income Housing Coalition. Todd is married to the Shannon Edwards of Orangeburg, SC and has two sons, Matt and Luke.

Name: Anna Katherine (A.K.) Harper (Teacher)

Address: 114 N. Hermitage Road, Beaufort, SC 29902

Qualifications: Ms. Harper received her Psychology degree at Emory University. She went on to earn a Masters in Special Education with certifications in LD and ED from the College of Charleston. A.K. is a National Board Certified teacher with 14 years of experience in the public schools. The last 12 of those years have been spent in Beaufort County where she currently teaches reading at Beaufort Middle School.

Name: Jody Hayward (Parent)

Address: 49 James Habersham, Beaufort, SC 29906

Qualifications: Ms. Hayward graduated from the Georgia Institute of Technology with a degree in Management. In Atlanta, she worked for several years in sports marketing and sales. Later she became general manager of a multi-million dollar company, managing 75+ employees and a customer base that included most of Atlanta's top design, construction and engineering firms. In 2004, Mrs. Hayward and her family relocated to Beaufort where she and her husband are both strong supporters of charter schools and innovative educational programs.

Name: Marc Hayward (Parent)

Address: 49 James Habersham, Beaufort, SC 29906

Qualifications: Mr. Hayward graduated from the Georgia Institute of Technology with a BA in Architecture. Marc has extensive experience in commercial and residential design and construction. Prior to Marc's move to Beaufort, he was Vice President of Development for one of the country's premier REIT's (Real Estate Investment Trust) and had been directly responsible for the delivery of over \$500 million worth of commercial product, focusing primarily on Healthcare. In Beaufort, Marc owns and operates a residential design/build firm delivering high end custom homes.

Name: Patrick Kelly (Community Member)

Address: 9A Market #2, Beaufort, SC 29906

Qualifications: Mr. Kelly graduated *summa cum laude* from Clemson University in 2005 with a BA in Landscape Architecture. He has gained extensive experience in town planning and traditional neighborhood development while working with one of the nation's leading town design firms, Duany Plater Zyberk & Co., and now as a part of the implementation team for Habersham in Beaufort, SC. Patrick is a LEED Accredited Professional and has a focus on the Light Imprint Initiative, which is a framework for using environmental storm-water management tools in traditional neighborhood design. He also currently chairs the Carolinas chapter of the Congress for the New Urbanism.

Name: Molly G. Kingma (Administrator)

Address: 5 Assembly Row, Beaufort, SC 29906

Qualifications: Ms. Kingma graduated from James Madison University, Virginia, with a B.S. in Special Education, with certification in Learning Disabilities and Mental Retardation. She earned her Masters Degree from the University of Virginia, in Social Foundations of Education and Administration. In the Fairfax County Public School system, Fairfax, Virginia, Ms. Kingma taught special education for six years and elementary education for nine years. She spent five years as an Assistant Principal and four years as a Principal in an elementary school of 800 students. The school housed autism and learning disabilities programs. She was responsible for hiring, supervising and evaluating a staff of ninety five members. She served as the Chair of the School Improvement Plan and Child Study Screening Committees. Ms. Kingma is currently the Assistant Principal of Okatie Elementary in Beaufort County.

Name: Geri Kinton (Parent)

Address: 134 Collin Campbell, Beaufort, SC 29906

Qualifications: Ms. Kinton received a bachelor's degree in Recreation from the University of Florida and a master's degree from the University of North Carolina-Chapel Hill in Sports Administration/Marketing. She worked over 15 years with non-profit organizations before leaving the workforce to start a family. Ms. Kinton recently returned to work part-time and currently works from home managing and providing leadership for the SC Chapter of the American College of Cardiology, a non-profit professional association, as well as raising her two young daughters.

Name: Julie LaGrone (Teacher)

Address: 1302 Battery Creek Road, Beaufort, SC 29902

Qualifications: Ms. LaGrone graduated from Winthrop College with a BS in Special Education – Learning Disabilities. She is a South Carolina State Board of Education certified teacher in both Elementary Education and Special Education – Learning Disabilities. She also has a Gifted and Talented endorsement and has taught in the public schools for 26 years. Mrs. LaGrone has taught elementary and middle school and has also led a Learning Disabled self-contained classroom. She is currently a Learning Disabled Resource teacher at Beaufort Elementary school.

Name: Victoria G. Liggitt (Teacher)

Address: 32 Eve Creek, Beaufort, SC 29906

Qualifications: Ms. Liggitt graduated from Grove City College, Pennsylvania, with a B.S. in Elementary Education. She earned her Masters Degree from George Mason University, Virginia, specializing in reading instruction. Mrs. Liggitt taught elementary education, grades 2-6, for five years. She was the Reading Specialist in several elementary schools in Fairfax County Public Schools (Virginia) for thirty two years. Victoria also served as the Test Coordinator, Chair of English Language Arts Committee, and the sponsor of the Student Council Association. She was a member of the Gifted and Talented and Child Study Screening Committees. She is currently sharing her expertise by pursuing volunteer work in the Beaufort area.

Name: Kelley Luikey (Teacher)

Address: 4 Colony Court, Beaufort, SC 29906

Qualifications: Ms. Luikey graduated from Appalachian State University with a Bachelor of Science in Psychology/Child Development and received her elementary teaching certification from Lesley College. Kelley worked as the Assistant Director of an experiential education program serving potential first generation college students in the federally funded Upward Bound program. She has taught elementary school students in grades two through four. In addition, she worked as the Director of Education for a Sylvan Learning Center working with students in grades Kindergarten through twelfth.

Name: Kimberly McGuire (Teacher)

Address: 13 Bostick Circle, Beaufort, SC 29902

Qualifications: Ms. McGuire graduated from the University of New York at Oswego with a BA in Secondary Education with a concentration in Spanish. She also holds a Masters Degree from Syracuse University in Linguistics / ESOL. She is certified to teach both Spanish and ESOL (K-12). Kim taught Spanish in New York for seven (7) years. She also has experience teaching ESOL and was an advisor for a Gifted and Talented program. Currently she is a stay at home mom to three (3) young boys.

Name: Jennifer McKnight (Parent)

Address: 119 Bartram Drive, Beaufort, SC 29902

Qualifications: Ms. McKnight is a graduate of the College of Charleston with a BA in biology and received a Master's of Occupational Therapy from the University of St. Augustine. She has specialized in pediatrics and has worked in a variety of settings; medical model, home health, early intervention, and the public school system. Jennifer is currently working on an advanced certification in the area of sensory integration and is employed by Beaufort County School District as an itinerant Occupational Therapist. Jennifer and her husband, Patrick, have two (2) pre-school age daughters.

Name: Julie Musselman (Parent)

Address: 32 James Habersham, Beaufort, SC 29906

Qualifications: Ms. Musselman graduated from the University of South Carolina with a BA in Liberal Arts and a Master of Social Work, with a concentration in individuals, families, and groups. She is a Licensed Social Worker in the state of South Carolina. She completed her graduate internship in Sumter County School District 17 in Sumter, South Carolina and at Palmetto Richland Memorial Hospital Children's Center for Cancer and Blood Disorders and Lexington Medical Center, both in Columbia, South Carolina. Most recently, Julia was

employed as a Case Manager at Bon Secours Saint Francis Hospital in Charleston, South Carolina and at Piedmont Hospital in Atlanta, Georgia. Julie and her husband, David, have a seven (7) month old daughter.

Name: Beth Pratt (Parent)

Address: 21 Grace Park, Beaufort, SC 29906

Qualifications: Ms. Pratt graduated *cum laude* from Boston University with a degree in Mass Communication and Public Relations. She has spent the last nine (9) years working as a Marketing Assistant and Construction Coordinator in the Residential/Commercial Construction industry. Married to an active duty Marine, Beth volunteers with several organizations and is currently the Chairperson of the Officers' Spouses' Club at the Marine Corp Air Station, as well as raising two small children.

Name: Glenn Reilly (Teacher)

Address: 4 Park Bend, Beaufort, SC 29906

Qualifications: Mr. Reilly graduated from Long Beach State University with a Bachelor of Science Degree. In addition, he earned a Master's Degree in Biology and a second Master's Degree in Educational Administration, both from Long Beach State University. Glenn taught Biology and Chemistry in California for 30 years and served as Science Department Chair for 10 years. In addition, he served on the Budget and Negotiation Teams.

Name: Natalie Reilly (Teacher)

Address: 4 Park Bend, Beaufort, SC 29906

Qualifications: Ms. Reilly graduated from the University of Colorado with a BA in Elementary Education. She received a Master's Degree from the University of San Diego in Education. She holds a Life credential both in elementary education and Early Childhood Education. In addition, she is certified in the Teaching of English to Speakers of Other Languages. Natalie taught grades Pre-Kindergarten - 4th for 31 years in Colorado and California. She served as both a Mentor Teacher in the state of California and a Master Teacher for the University of California, Irvine. She is currently employed at Elliott Elementary (Department of Defense) teaching Pre-Kindergarten.

Name: Diane Rimmer (Community Member)

Address: 115 South Park, Beaufort, SC 29906

Qualifications: Ms. Rimmer is a graduate of Cornell University with a Bachelor of Science in Human Ecology majoring in child development and family relations. Diane spent a 25 year career in the fields of developmental services, child care and housing. Now retired, her most recent position was as the Executive Director of a multi-service non-profit corporation in Ontario, Canada. During her tenure the organization built four group homes, two child care programs and a geared to income housing project. She has served as a founding board member of three organizations and has served on several other boards and committees involved in fields of health and social services.

Name: Jeffrey A. Rochlis (Community Member)

Address: 25 S. Eastover, Beaufort, SC 29906

Qualifications: Mr. Rochlis served as a senior executive and/or member of the Board of Directors of Walt Disney, Paramount Pictures, Sega and Mattel. He also co-founded three other companies, all of which were taken public. Jeff earned a B.A. from Bard College and served as an officer in the U.S. Army.

Name: Alison Thomas (Parent)

Address: 149 South Park, Beaufort, SC 29906

Qualifications: Ms. Thomas graduated from the Georgia Institute of Technology with a Bachelor of Science in Architecture. She worked as a Project Architect for seven (7) years, managing development portfolios in excess of \$100 million dollars for Marriott International and the Richard E. Jacobs Group, among others. In 2000, Ms. Thomas founded her own design firm, Circa Studio Inc., and she is a former Secretary of the Board of Directors at Eleanor Christiansen Montessori and Grade School. Alison and her husband Jeff have two children, ages six and two.

Name: Evy Trask (Parent)

Address: 602 Linton Lane, Beaufort, SC 29902

Qualifications: Ms. Trask graduated from Wake Forest University with a degree in Communications. Her marketing career highlights include four (4) years at Coca-Cola USA in Atlanta and nine (9) years with Young and Rubicam Brands in New York. Today, Evy is a stay at home mom with lots of "hobbies", including non-profit Board of Directors positions and various consulting assignments.

Name: Alycia Tullos (Parent),

Address: 14 Francis Davant, Beaufort, SC 29906

Qualifications: Ms. Tullos holds a Bachelors degree in Business Administration from the University of Notre Dame. She has four children whom she home-schooled for seven years, prior to enrolling them in traditional schools. She served for two years, as the community representative, on a parochial school board. Through personal endeavors, over the last six years, Alycia has been committed to researching and advocating for highly and profoundly gifted children.

Name: Robert Turner (Community Member)

Address: 169 South Park, Beaufort, SC 29906

Qualifications: Mr. Turner graduated from Auburn University with a Building Science Degree. He later worked with a large General contractor in Florida. After a few years he then became project coordinator for new facilities with First Florida Bank. Later he was the development manager for Spring and Callawassie developments before he went out on his own as a developer working on Beaufort projects, Newpoint, Village of Port Royal and Habersham. Robert is currently a Board member for the National Town Builders Association and has served on various boards though out Beaufort.

Name: Kendra McIlvee-Twitty (Parent)

Address: 762 Etheridge Road, Yemassee, SC 29945

Qualifications: Ms. Twitty is a graduate of Ithaca College in New York with a BA in Psychology and an MA in Clinical Psychology from The Georgia School of Professional Psychology. Kendra is a Licensed Professional Counselor in South Carolina and operates a small private practice specializing in the treatment of child sexual abuse and trauma. She is actively involved in working with special needs children and horses at a local therapeutic horseback riding center. Kendra lives in Yemassee, South Carolina with her husband and two (2) preschool aged daughters.

Name: Diane Voge (Community Member)

Address: 14 Mum Grace, Beaufort, SC 29906

Qualifications: Ms. Voge received her B.A. in German from the University of Alabama and was elected to Phi Beta Kappa in 1969. She earned her M.A. in German Literature from Southern Methodist University in 1972. She retired as the Chief of Merit Systems Oversight and Effectiveness, Southeast Region, U.S. Office of Personnel Management in 2002. During her career in human resources, she served in a variety of posts, including teaching human resource topics to Federal managers and executives nationwide.

Name: Johnnie Walker (Teacher)

Address: 1908 Carriage Hs Lane, Camden, SC 29020

Qualifications: Ms. Walker received her BS in Speech Pathology from the University of Georgia and her Masters in Speech Pathology from the University of South Carolina. She holds a Certificate of Clinical Competence from the American Speech and Hearing Association and is licensed by the South Carolina Speech Language and Hearing Association. She is a South Carolina State Board of Education certified teacher in Speech Language Therapy and in Deafness and Hearing Impaired. Mrs. Walker has over 31 years of experience in both school and hospital settings and has specialized in preschool and special education, with a particular emphasis on autism.

Name: Lindsay Ward (Teacher)

Address: 919 11th Street, Port Royal, SC 29935

Qualifications: Ms. Ward is a National Board Certified teacher who teaches grades K-5 in the Science Lab at Beaufort Elementary School. She received her Bachelor of Arts degree from Clemson University in Special Education and Masters of Elementary Education from the University of South Carolina. Mrs. Ward's teaching style is a hands-on learning approach driven by student inquiry to make education relevant and fun! In her spare time she enjoys spending time with family, baking, and exercising.

Name: Susan Waterman (Teacher)

Address: 8 Bishop Road, Beaufort, SC 29906

Qualifications: Ms. Waterman graduated from Skidmore College in Saratoga Springs, NY with a degree in Elementary Education. She taught for 32 years in grades K-3 in schools west of Boston, MA. In 1971, Ms. Waterman was a founding member of a team of educators who started an experimental, alternative school within the Acton-Boxborough Public School system and continued to work there until she retired in 2002. Ms Waterman is now living in Beaufort,

SC and volunteers at Thumbs Up, an after school program for disadvantaged young children.

Name: Barbara J. Westcott (Teacher)

Address: 23 Little Jane Way, Beaufort, SC 29906

Qualifications: Ms. Westcott graduated from West Virginia University with a BS in Elementary Education. She is a certified teacher in both Elementary and Secondary Education. She has two Master's Degrees, one as a Reading Specialist and the other in Social Studies Education. Barbara retired after teaching 28 years at various levels. She authored the following curriculum: "Courageous Voices" Interage Immigration Project; Museum of Famous Black Americans;" A Tea with the Award Winners" A Caldecott and Newbery Celebration; "Time Travelers" A Living Museum of Children in History. She also received the following honors: New York State Social Studies Teacher of the Year; New York State Council of Reading Teacher of Excellence Award; Recognized by the New York State Academy for Teaching and Learning.

Name: Dr. Eileen C. Williams, Ed.D. (Administrator)

Address: 26 Mum Grace, Beaufort, SC 29906

Qualifications: Ms. Williams has 35 years of experience as an educator, 32 of those years as an administrator including 20 years as superintendent of schools. She was the *2002 Superintendent of the Year* for Massachusetts. During her tenure as superintendent, she was a member of the Board of Directors for the Massachusetts Association of School Superintendents for 10 years as well as president of that organization. She co-chaired the committee, which developed the document *Roles and Responsibilities of Superintendents and School Committees*, a guide for school systems which holds the distinction of being endorsed by both the state superintendents and school committees associations. Dr. Williams continues to teach at the graduate level.

Name: Jodie Willis (Parent)

Address: 1606 Columbia Avenue, Port Royal, SC 29935

Qualifications: Ms. Willis graduated from the University of North Carolina at Chapel Hill with a BA in Economics. She received her Juris Doctorate and her International MBA degree from the University of South Carolina. She has worked as an attorney in Beaufort County for the past six years. Jodie and her husband, Vann, have two children.

Name: Peggy Wilson (Community Member)

Address: 100 St. Phillips Blvd., Beaufort, SC 29906

Qualifications: Ms. Wilson received an Associates Degree in Marine Sciences at Stockton State College in Stockton, NJ. She continued her education as a Research Scientist for 3 years at the University of Hawai'i Marine Biology Laboratory, Coconut Island, Kaneohe, Hawaii. After 8 years working in research in Absecon, NJ, Kaneohe, Hawai'i, and Solana Beach, California she returned to her home of Beaufort, SC, where she is has been selling real estate at Habersham, in Beaufort, SC for 11 years.

Name: Mary Winburn (Parent)

Address: 2808 West Royal Oaks Road, Beaufort, SC 29902

Qualifications: Ms. Winburn graduated from Armstrong Atlantic State University in Savannah, GA with a BS in Nursing. She is certified in Personal Training, Youth Fitness, First Aid, and CPR. Mary has worked as an Emergency and Operating Room Nurse in the past and for the last five years has been the Health and Wellness Director for the Beaufort County YMCA. Mary and her husband, Tommy, have three pre-school age sons.

Riverview's Charter Committee is presently organized into seven (7) committees. Each committee is composed of a Chair, who is a member of Riverview's non-profit Board, as well as a minimum of one (1) parent, one (1) educator and one (1) community member. (For a breakdown of the Charter Committee by committee see: *G. Governance and Operations, Parental, Community and Educator Involvement*)

2. EVIDENCE OF SUPPORT

Include evidence of the interest level of support from parents, teachers, students, or any combination.

In April and May 2008, the Charter Committee hosted eight (8) Community Meetings throughout Beaufort County, spoke to civic groups, met with church and community leaders, and supplied information through multiple media outlets, a website and USPS mail. (See Appendix C for a list of Community Meetings and a list of strategies and methods that were used to disseminate information about the meetings to the public.) As Riverview will be the first charter school in Beaufort County, the Charter Committee determined that the purpose of these meetings would be to educate the public about charter schools and the unique opportunities they provide, as well as to provide specifics pertaining to Riverview's mission and educational philosophy. (See Appendix C for the Community Meeting PowerPoint slide presentation and script.) During the ten (10) weeks prior to submitting this application, Riverview's Charter Committee received Letters of Support from 611 parents, educators and community members (See Appendix C for examples of letters and a list of signatures; letters furnished upon request), as well as Pre-Enrollment Applications for 184 students, approximately 80% of the 228 student body capacity for 2009; See Appendix C for a list of families who have pre-enrolled students). The Charter Committee will continue to host Community Meetings regularly for the next fifteen (15) months, until classes begin in August 2009, and periodically thereafter. (See Appendix C for a tentative meeting schedule for June and July of 2008) The Charter Committee will also solicit and accept Pre-Enrollment Applications for the next six (6) months until enrollment commences in January 2009.

3. CONVERSION SCHOOLS

Not applicable.

D. Educational Program

1. STUDENT POPULATION

a. If the school will distinguish students by grade level, identify the targeted student population by grade level and any unique educational needs of the students

Complete Student Enrollment Projections

Riverview Charter School will create a small, diverse, learning community that welcomes Beaufort Country families seeking excellence in education. With high expectations at the center of both academics and discipline, RCS will attract families who desire a rigorous, experiential, whole-child approach to education. Families who choose Riverview will want to be actively involved in their child's school community, and will support Riverview in its mission. RCS will identify students by grade level and will open to all eligible kindergarten through fifth grade Beaufort County students in the fall of 2009, adding a grade each year through eighth grade in 2012. In keeping with our small school philosophy, Riverview will have two classes per grade with a student to teacher distribution of nineteen to one. Grades six through eight will be organized into teams of teachers that teach the four content areas—English language arts, social studies, math, and science. Our projected enrollment for year one is 228 students.

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	38	38	38	57	57
1st Grade	38	38	38	38	57
2nd Grade	38	38	38	38	38
3rd Grade	38	38	38	38	38
4th Grade	38	38	38	38	38
5th Grade	38	38	38	38	38
6th Grade		38	38	38	38
7th Grade			38	38	38
8th Grade				38	38

b. Conversion Schools: In the case of a conversion school, indicate the school's grades prior to conversion.

Not Applicable.

2. GOALS AND OBJECTIVES

Clearly state the school's goals and objectives. Provide enough detail to indicate specific outcomes.

In compliance with the SC Charter School Act, the educational goals of Riverview Charter School reflect the school's mission statement. Each objective indicates specific student-centered outcomes and strategies are included with the related objective to accomplish each educational goal. Riverview's goals and objectives will bring the mission of the school into action.

Goal 1: To support academic excellence for all RCS students with meaningful and innovative learning opportunities that are designed to engage students and improve learning.

Objective 1.1: Each year, in years one through five of the charter, 100% of students who are not meeting the South Carolina Academic Standards during the school year will utilize available supports and resources until they are able to demonstrate developmentally appropriate gains, which will ensure that all students increase the skills and knowledge needed for further academic success.

Objective 1.2: Each year, in years one through five of the charter, 100% of Riverview students will demonstrate an increased use of individual learning strategies to support academic excellence, and narrow the achievement gap.

Objective 1.3: Each year, in years one through five of the charter, 100% of teachers will create innovative, research-based learning experiences designed to engage students and improve student learning.

Goal 2: Riverview Charter School will assist South Carolina in reaching academic excellence, as evidenced by ratings on the South Carolina Education Oversight Committee (E.O.C.) School Report Cards.

Objective 2.1: Each Spring, in years one through five of the charter, Riverview Charter School will obtain an Absolute Rating of “Average” or higher on E.O.C. School Report Cards.

Objective 2.2: Each Spring, in years one through five of the charter, Riverview Charter School will obtain an Improvement Rating of “Average” or higher on E.O.C. School Report Cards.

Strategies to Achieve Goals 1 and 2:

- **Quality Instructors:** Identify and hire a highly qualified instructional staff.
- **Network of National Partnership Schools at John’s Hopkins University:** Riverview will be attending a National conference to consider joining the Network of National Partnership Schools. The partnership joins nation wide schools, districts, and state organizations to use research-based approaches

to organize and sustain excellent programs of family and community involvement that will increase student learning and development.

- **Learning Profiles:** Teachers will work with students and families to identify student strengths, learning styles, and multiple intelligences and develop learning profiles for each student. Learning profiles will help meet the learning needs and interests of each student and differentiate instruction.
- **Measures of Academic Progress:** Riverview will use Measures of Academic Progress to monitor student gains in reading, math, and writing and to guide instruction.
- **Response to Intervention:** All students testing below grade level or not reaching their curricular benchmarks during the school year will be provided with extra educational support and resources. Intensive intervention and instructional strategies will focus on increasing reading and math achievement. The Response to Intervention model will be utilized to catch struggling students early and give them the support they need.
- **Differentiated Instruction:** The learning environment will focus on the needs of individual students with benchmarks measured throughout the school year. Teachers will have the flexibility to modify their lesson plans as needed within the curriculum to help students reach academic excellence.
- **The Riverview Learning Community:** To be developmentally responsive and improve student learning, teachers, administrators, families, community members, and volunteers will work together to identify the supports,

instructional strategies, and resources needed to ensure each child is successful.

- ***Experiential Learning Opportunities:*** Students will actively engage in meaningful and innovative experiential learning opportunities. Experiential learning is learning by doing or learning by experience. Students will be encouraged to construct knowledge through a hands-on approach that ties directly to real world experiences by activating prior knowledge, new information, and readiness to learn.
- ***Multi-media Portfolios:*** Students and teachers will collect diagnostic, formative, and summative data to demonstrate student improvement through multimedia portfolios.
- ***Student Recognition:*** Riverview will establish a variety of student recognition programs for improvement and achievement.
- ***Interdisciplinary Studies:*** Interdisciplinary studies, thematic instruction, project-based learning, and Service Learning will provide opportunities for teachers to collaborate across subjects and grade levels and increase learning opportunities for students.
- ***Cross Age Tutoring:*** When appropriate, older students will be matched up with younger students to assist with academics.
- ***Technology Resources and Support:*** Teachers and students will have access to technology and technology support that will enhance learning opportunities.

- **Teachers as Mentors:** A mentor program to support teachers will be established.
- **Teacher Goal Setting and Self-Assessment:** Teachers will be encouraged to reflect on their practice and set goals for themselves.
- **Student Recognition:** Riverview will establish a variety of student recognition programs for improvement and achievement.
- **Community Mentors:** Students identified as needing additional support will receive a mentor from the community to coach them in social, emotional, and academic learning.
- **Teamwork and Communication:** Students will have daily opportunities to work cooperatively and apply social, emotional, and academic learning skills. In addition, students will understand how other students learn and process information differently which will lead to improved classroom teamwork and communication among peers.
- **Teacher Collaboration:** Teachers will have the resources and planning time to collaborate, research, reflect, and support student achievement.
- **Professional Development:** Teachers will participate in professional development experiences designed to engage students, inform teaching, and improve learning. All opportunities will support the use of a variety of innovative, research-based methods, assessment measures, and best practice strategies.

- ***Student Self-Assessment and Goal Setting:*** All students will document and reflect on individual benchmarks throughout the school year so that they can gain ownership and understanding of their learning process. In addition, students and teachers will confer individually to discuss areas of academic strength and weakness, and to set individual goals. Strategies to assist students in meeting their goals will be developed by the teacher and student. Students and teachers will confer periodically to chart progress, reflect, and modify goals and strategies.
- ***Student/Family/Teacher Conferences:*** Students, teachers, and families will confer at least semi-annually to discuss the students' academic improvement and skill development.
- ***Small School/Small Class Size:*** Riverview is committed to a small school with small class size in order to create an atmosphere where each child is known well and the student's gifts, talents, and special needs are recognized. This intimate environment will create a safe place for students physically, socially, and emotionally and cognitively.

***Several strategies are repeated for many of RCS's goals and objectives. While redundant, we feel it is important to note that the strategies are meant to assist student learning, not in isolation, but in multiple ways. Strategies that are repeated have been included at the bottom of the bulleted list for each objective

Goal 3: Riverview will educate the whole child and prepare students to become personally and socially, responsible, engaged citizens.

Objective 3.1: Each year, in years one through five of the charter, 100% of students will demonstrate developmentally appropriate gains in social and emotional learning.

Objective 3.2: Each year, in years one through five of the charter, Riverview students will demonstrate developmentally appropriate gains in wellness and physical fitness.

Strategies to Achieve Goal 3:

- **Service Learning:** Students will participate in Service Learning opportunities that promote teamwork, community involvement, and citizenship. Service Learning links social and emotional development with academic and cognitive development through real-life experiences.
- **Class Meetings:** Class meetings will provide a structured time to build personal and school connections. In addition, class meetings will provide opportunities for physical activity and character education. Students will learn, discuss, and role play the principles of communication, self-control, problem solving, responsibility, generosity, compassion, cooperation, respect, assertiveness, leadership, and many others to practice good citizenship.

- **Cooperative Learning:** Students will have daily learning opportunities to work cooperatively and practice social, emotional, and physical skills they that will lead to improved classroom teamwork and communication among peers.
- **Environmental Stewardship:** RCS will have a “green” campus and will teach and practice environmental stewardship to emphasize the global effects on the community. Students will participate in environmental studies, project-based studies, and community outreach to promote global citizenship.
- **Communication:** Students, teachers, administrators, and families will be informed on the social, emotional, and wellness curriculum to model and facilitate communication and healthy living both at school and at home.
- **Wellness Increases Achievement:** Because overall fitness and wellness are significant to learning, RCS is committed to providing a minimum of 150 minutes of physical education (PE) and physical activity (PA) per week as outlined in the SC Student Health and Fitness Act of 2005.
- **Lifelong Physical Activity:** A minimum of 90 minutes per week will be spent on PE. Riverview believes that PE will give the students the skills and awareness they will need to engage in lifelong physical activity.
- **Integrated Physical Activity:** Integrated physical activity will be encouraged in all academic classes.
- **Daily Recess:** Riverview will provide recess daily for grades K-8 to give students the opportunity to engage in daily physical activity.

- **Community Partnerships:** Riverview will seek community partnerships to help promote wellness, nutrition, and physical fitness.
- **After School Enrichment Program:** Riverview strives to provide an after school enrichment program that provides opportunities to learn more about healthy living through pursuits such as cooking, gardening, physical games and activities, and intramural sports.
- **Quality Instructors:** Identify and hire a highly qualified instructional staff.
- **Community Mentors:** Students identified as needing additional support will receive a mentor from the community to coach them in social, emotional, and wellness.
- **Network of National Partnership Schools at John's Hopkins University:** Riverview will be attending a National conference to consider joining the Network of National Partnership Schools. The partnership joins nation wide schools, districts, and state organizations to use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student learning and development.
- **Student Self-Assessment and Goal Setting:** All students will document individual benchmarks throughout the school year so that they can gain ownership and understanding of their social and emotional learning process and physical well being. In addition, students and teachers will confer to set individual social and emotional goals and design strategies for students to

achieve those goals. Students and teachers will confer periodically to chart progress, reflect, and modify goals and strategies.

- ***Student/Family/Teacher Conferences:*** Students, teachers, and families will confer at least semi-annually to discuss the students' social and emotional growth and skill development.
- ***Small School/Small Class Size:*** Riverview is committed to a small school with small class size in order to create an atmosphere where each child is known well and the student's gifts, talents, and special needs are recognized. This intimate environment will create a safe place for students physically, socially, emotionally, and cognitively.

Goal 4: Riverview will prepare students for a global society.

Objective 4.1: Each year, in years one through five of the charter, 100% of RCS students will demonstrate developmentally appropriate gains in 21st century skill development.

Strategies:

- ***21st Century Interdisciplinary Themes:*** Teachers will use 21st century interdisciplinary themes (knowing the world, working well with others, information and media literacy, and creative problem solving) in conjunction with the state academic standards and core subjects.

- **World Language Instruction:** All students will receive world language instruction beginning in kindergarten.
- **Respect for Diversity and Cultural Awareness:** Respect for diversity and cultural awareness will be taught through the social and emotional curriculum.
- **Project-Based Learning:** Students will work in collaboration on project-based learning opportunities that connect the state academic standards with 21st century skills.
- **Integrated Technology Instruction:** Technology will be integrated into all areas of the curriculum.
- **Service Learning:** Students will participate in Service Learning opportunities that promote teamwork, community involvement, and citizenship. Students will work in collaboration on Service Learning projects that connect the state academic standards with 21st century skills.
- **Experiential Learning Opportunities:** Using experiential learning opportunities, Riverview will work to develop students who can think, not just memorize, and who can solve problems using their minds and their hands. By using hands-on, thematic instruction, students will engage with their learning, construct knowledge, and learn to become creative problem solvers.
- **Multi-media Portfolios:** Students and teachers will collect diagnostic, formative, and summative data to demonstrate student achievement through multimedia portfolios.

- ***Team Work and Communication:*** Students will have daily learning opportunities to work cooperatively and practice the social, emotional, and academic learning skills, which will lead to improved classroom teamwork and communication among peers.
- ***Student Self-Assessment and Goal Setting:*** All students will document and reflect on individual benchmarks throughout the school year so that they can gain ownership and understanding of their learning process. In addition, students and teachers will confer individually to discuss areas of academic strength and weakness, and to set individual goals. Strategies to assist students in meeting their goals will be developed by the teacher and student. Students and teachers will confer periodically to chart progress, reflect, and modify goals and strategies.
- ***Student/Family/Teacher Conferences:*** Students, teachers, and families will confer at least semi-annually to discuss the students' 21st Century skill development.
- ***Small School/Small Class Size:*** Riverview is committed to a small school with small class size in order to create an atmosphere where each child is known well and the student's gifts, talents, and special needs are recognized. This intimate environment will create a safe place for students physically, socially, emotionally, and cognitively.

3. ACADEMIC STANDARDS

a. Identify what goals students will achieve in each subject area at each grade level.

Riverview students will achieve in each subject area at each grade level those standards that have been identified by the State Board of Education as being the most important for proficiency in each discipline at each particular level. Student achievement will be expected to meet or exceed goals outlined in the South Carolina Academic Standards. In accordance with the South Carolina Education Accountability Act of 1998, the South Carolina Academic Standards will provide the basis for curriculum design decisions and statewide assessments.

The State Academic Standards will be updated in the future to correspond to any changes adopted by the South Carolina Board of Education. The following is a current list of the South Carolina Academic Standards Riverview students will meet or exceed.

Kindergarten
English
Language Arts

Standard K-1

The student will begin to read and comprehend a variety of literary texts in print and non-print formats.

Standard K-2

The student will begin to read and comprehend a variety of informational texts in print and non-print formats.

Standard K-3

The student will learn to read by applying appropriate skills and strategies.

Standard K-4

The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard K-5

The student will begin to write for a variety of purposes and audiences.

Standard K-6

The student will begin to access and use information from a variety of sources

<p>First Grade English Language Arts</p>	<p>Standard 1-1 The student will read and comprehend a variety of literary texts in print and non-print formats.</p> <p>Standard 1-2 The student will read and comprehend a variety of informational texts in print and non-print formats.</p> <p>Standard 1-3 The student will learn to read by applying appropriate skills and strategies.</p> <p>Standard 1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>Standard 1-5 The student will write for a variety of purposes and audiences.</p> <p>Standard 1-6 The student will access and use information from a variety of sources.</p>
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**Second Grade
English
Language Arts**

Standard 2-1

The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 2-2

The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 2-3

The student will use word analysis and vocabulary strategies to read fluently.

Standard 2-4

The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 2-5

The student will write for a variety of purposes and audiences.

Standard 2-6

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

**Third Grade
English
Language Arts**

Standard 3-1

The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 3-2

The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 3-3

The student will use word analysis and vocabulary strategies to read fluently.

Standard 3-4

The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 3-5

The student will write for a variety of purposes and audiences

Standard 3-6

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

Fourth Grade
English
Language Arts

Standard 4-1

The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 4-2

The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 4-3

The student will use word analysis and vocabulary strategies to read fluently.

Standard 4-4

The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 4-5

The student will write for a variety of purposes and audiences.

Standard 4-6

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

Fifth Grade
English
Language Arts

Standard 5-1

The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 5-2

The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 5-3

The student will use word analysis and vocabulary strategies to read fluently.

Standard 5-4

The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 5-5

The student will write for a variety of purposes and audiences.

Standard 5-6

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

**Sixth Grade
English
Language Arts**

Standard 6-1

The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 6-2

The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 6-3

The student will use word analysis and vocabulary strategies to read fluently.

Standard 6-4

The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 6-5

The student will write for a variety of purposes and audiences.

Standard 6-6

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

**Seventh Grade
English
Language Arts**

Standard 7-1

The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 7-2

The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 7-3

The student will use word analysis and vocabulary strategies to read fluently.

Standard 7-4

The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 7-5

The student will write for a variety of purposes and audiences.

Standard 7-6

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

**Eighth Grade
English
Language Arts**

Standard 8-1

The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 8-2

The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 8-3

The student will use word analysis and vocabulary strategies to read fluently.

Standard 8-4

The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 8-5

The student will write for a variety of purposes and audiences.

Standard 8-6

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

**Kindergarten
Mathematics****Standard K-1: Mathematical Processes**

The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard K-2: Number and Operations

The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relationships, sets, and place values.

Standard K-3: Algebra

The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classification based on attributes.

Standard K-4: Geometry

The student will demonstrate through the mathematical processes an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

Standard K-5: Measurement

The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time, and temperature.

Standard K-6: Data Analysis and Probability

The student will demonstrate through the mathematical processes an emerging sense of organizing and interpret data

<p>First Grade Mathematics</p>	<p>Standard 1-1: Mathematical Processes The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p>Standard 1-2: Number and Operations The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.</p> <p>Standard 1-3: Algebra The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.</p> <p>Standard 1-4: Geometry The student will demonstrate through the mathematical processes a sense of two- and three-dimensional geometric shapes, symmetry, and relative positions and directions in space.</p> <p>Standard 1-5: Measurement The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.</p> <p>Standard K-6: Data Analysis and Probability The student will demonstrate through the mathematical processes a sense of organizing and interpret data and of making predictions on the basis of data.</p>
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**Second Grade
Mathematics****Standard 2-1: Mathematical Processes**

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 2-2: Number and Operations

The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.

Standard 2-3: Algebra

The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.

Standard 2-4: Geometry

The student will demonstrate through the mathematical processes an understanding of basic spatial reasoning and the connection between the identification of basic attributes and the classification of three-dimensional shapes.

Standard 2-5: Measurement

The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time, and temperature.

Standard 2-6: Data Analysis and Probability

The student will demonstrate through the mathematical processes an understanding of creating questions to collect data, organizing data, describing trends of a data set, and making predictions based on data.

**Third Grade
Mathematics****Standard 3-1: Mathematical Processes**

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 3-2: Number and Operations

The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.

Standard 3-3: Algebra

The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.

Standard 3-4: Geometry

The student will demonstrate through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes.

Standard 3-5: Measurement

The student will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygons; and the values and combinations of coins required to make change.

Standard 3-6: Data Analysis and Probability

The student will demonstrate through the mathematical processes an understanding of organizing, interpreting, analyzing and making predictions about data, the benefits of multiple representations of a data set, and the basic concepts of probability.

**Fourth Grade
Mathematics****Standard 4-1: Mathematical Processes**

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 4-2: Number and Operations

The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals.

Standard 4-3: Algebra

The student will demonstrate through the mathematical processes an understanding of numeric and nonnumeric patterns, the representation of simple mathematical relationships, and the application of procedures to find the value of an unknown.

Standard 4-4: Geometry

The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system.

Standard 4-5: Measurement

The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area.

Standard 4-6: Data Analysis and Probability

The student will demonstrate through the mathematical processes an understanding of the impact of data-collection methods, the appropriate graph for categorical or numerical data, and the analysis of possible outcomes for a simple event.

**Fifth Grade
Mathematics****Standard 5-1: Mathematical Processes**

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 5-2: Numbers and Operations

The student will demonstrate through the mathematical processes an understanding of the place value system; the division of whole numbers; the addition and subtraction of decimals; the relationships among whole numbers, fractions, and decimals; and accurate, efficient, and generalizable methods of adding and subtracting fractions.

Standard 5-3: Algebra

The student will demonstrate through the mathematical processes an understanding of the use of patterns, relations, functions, models, structures, and algebraic symbols to represent quantitative relationships and will analyze change in various contexts.

Standard 5-4: Geometry

The student will demonstrate through the mathematical processes an understanding of congruency, spatial relationships, and relationships among the properties of quadrilaterals.

Standard 5-5: Measurement

The student will demonstrate through the mathematical processes an understanding of the units and systems of measurement and the application of tools and formulas to determine measurements.

Standard 5-6: Data Analysis and Probability

The student will demonstrate through the mathematical processes an understanding of investigation design, the effect of data-collection methods on a data set, the interpretation and application of the measures of central tendency, and the application of basic concepts of probability.

**Sixth Grade
Mathematics****Standard 6-1: Mathematical Processes**

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 6-2: Numbers and Operations

The student will demonstrate through the mathematical processes an understanding of the concepts of whole-number percentages, integers, and ratio and rate; the addition and subtraction of fractions; accurate, efficient, and generalizable methods of multiplying and dividing fractions and decimals; and the use of exponential notation to represent whole numbers.

Standard 6-3: Algebra

The student will demonstrate through the mathematical processes an understanding of writing, interpreting, and using mathematical expressions, equations, and inequalities.

Standard 6-4: Geometry

The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry.

Standard 6-5: Measurement

The student will demonstrate through the mathematical processes an understanding of surface area; the perimeter and area of irregular shapes; the relationships among the circumference, diameter, and radius of a circle; the use of proportions to determine unit rates; and the use of scale to determine distance.

Standard 6-6: Data Analysis and Probability

The student will demonstrate through the mathematical processes an understanding of the relationships within one population or sample.

**Seventh Grade
Mathematics****Standard 7-1: Mathematical Processes**

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 7-2: Number and Operations

The student will demonstrate through the mathematical processes an understanding of the representation of rational numbers, percentages, and square roots of perfect squares; the application of ratios, rates, and proportions to solve problems; accurate, efficient, and generalizable methods for operations with integers; the multiplication and division of fractions and decimals; and the inverse relationship between squaring and finding the square roots of perfect squares.

Standard 7-3: Algebra

The student will demonstrate through the mathematical processes an understanding of proportional relationships.

Standard 7-4: Geometry

The student will demonstrate through the mathematical processes an understanding of proportional reasoning, tessellations, the use of geometric properties to make deductive arguments. the results of the intersection of geometric shapes in a plane, and the relationships among angles formed when a transversal intersects two parallel lines.

Standard 7-5: Measurement

The student will demonstrate through the mathematical processes an understanding of how to use ratio and proportion to solve problems involving scale factors and rates and how to use one-step unit analysis to convert between and within the U.S. Customary System and the metric system.

Standard 7-6: Data Analysis and Probability

The student will demonstrate through the mathematical processes an understanding of the relationships between two populations or samples.

**Eighth Grade
Mathematics**

Standard 8-1: Mathematical Processes

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 8-2: Number and Operations

The student will demonstrate through the mathematical processes an understanding of operations with integers, the effects of multiplying and dividing with rational numbers, the comparative magnitude of rational and irrational numbers, the approximation of cube and square roots, and the application of proportional reasoning.

Standard 8-3: Algebra

The student will demonstrate through the mathematical processes an understanding of equations, inequalities, and linear functions.

Standard 8-4: Geometry

The student will demonstrate through the mathematical processes an understanding of the Pythagorean theorem; the use of ordered pairs, equations, intercepts, and intersections to locate points and lines in a coordinate plane; and the effect of a dilation in a coordinate plane.

Standard 8-5: Measurement

The student will demonstrate through the mathematical processes an understanding of the proportionality of similar figures; the necessary levels of accuracy and precision in measurement; the use of formulas to determine circumference, perimeter, area, and volume; and the use of conversions within and between the U.S. Customary System and the metric system.

Standard 8-6: Data Analysis and Probability

The student will demonstrate through the mathematical processes an understanding of the relationships between two variables within one population or sample.

**Kindergarten
Science****Standard K-1**

The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Standard K-2

The student will demonstrate an understanding of the characteristics of organisms. (Life Science)

Standard K-3

The student will demonstrate an understanding of the distinct structures of human body and the different functions they serve. (Life Science)

Standard K-4

The student will demonstrate an understanding of seasonal weather changes. (Earth Science)

Standard K-5

The student will demonstrate the understanding that objects can be described by their observable properties. (Physical Science)

**First Grade
Science**

Standard 1-1

The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Standard 1-2

The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)

Standard 1-3

The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)

Standard 1-4

The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)

Standard 1-5

The student will demonstrate an understanding of the positions and motions of objects. (Physical Science)

<p>Second Grade Science</p>	<p>Standard 2-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.</p> <p>Standard 2-2 The student will demonstrate an understanding of the needs and characteristics of animals as they interact in their own distinct environments. (Life Science)</p> <p>Standard 2-3 The student will demonstrate an understanding of daily and seasonal weather conditions. (Earth Science)</p> <p>Standard 2-4 The student will demonstrate an understanding of the properties of matter and the changes that matter undergoes. (Physical Science)</p> <p>Standard 2-5 The student will demonstrate an understanding of force and motion by applying the properties of magnetism. (Physical Science)</p>
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**Third Grade
Science**

Standard 3-1

The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Standard 3-2

The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (Life Science)

Standard 3-3

The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)

Standard 3-4

The student will demonstrate an understanding of the changes in matter that are caused by heat.

Standard 3-5

The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)

**Fourth Grade
Science**

Standard 4-1

The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Standard 4-2

The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)

Standard 4-3

The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)

Standard 4-4

The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)

Standard 4-5

The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)

<p>Fifth Grade Science</p>	<p>Standard 5-1 The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation</p> <p>Standard 5-2 The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)</p> <p>Standard 5-3 The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science)</p> <p>Standard 5-4 The student will demonstrate an understanding of properties of matter. (Physical Science)</p> <p>Standard 5-5 The student will demonstrate an understanding of the nature of force and motion. (Physical Science)</p>
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<p style="text-align: center;">Sixth Grade Science</p>	<p>Standard 6-1 The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.</p> <p>Standard 6-2 The student will demonstrate an understanding of structures, processes, and responses of plants that allow them to survive and reproduce. (Life Science)</p> <p>Standard 6-3 The student will demonstrate an understanding of structures, processes, and responses of animals that allow them to survive and reproduce. (Life Science)</p> <p>Standard 6-4 The student will demonstrate an understanding of the relationship between Earth's atmospheric properties and processes and its weather and climate. (Earth Science)</p> <p>Standard 6-5 The student will demonstrate an understanding of the law of conservation of energy and the properties of energy and work. (Physical Science)</p>
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<p style="text-align: center;">Seventh Grade Science</p>	<p>Standard 7-1 The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving</p> <p>Standard 7-2 The student will demonstrate an understanding of the structure and function of cells, cellular reproduction, and heredity. (Life Science)</p> <p>Standard 7-3 The student will demonstrate an understanding of the functions and interconnections of the major human body systems, including the breakdown in structure or function that disease causes. (Life Science)</p> <p>Standard 7-4 The student will demonstrate an understanding of how organisms interact with and respond to the biotic and abiotic components of their environment. (Earth Science, Life Science)</p> <p>Standard 7-5 The student will demonstrate an understanding of the classifications and properties of matter and the changes that matter undergoes. (Physical Science)</p>
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**Eighth Grade
Science****Standard 8-1**

The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.

Standard 8-2

The student will demonstrate an understanding of Earth's biological diversity over time. (Life Science, Earth Science)

Standard 8-3

The student will demonstrate an understanding of materials that determine the structure of Earth and the processes that have altered this structure. (Earth Science)

Standard 8-4

The student will demonstrate an understanding of the characteristics, structure, and predictable motions of celestial bodies. (Earth Science)

Standard 8-5

The student will demonstrate an understanding of the effects of forces on the motion of an object. (Physical Science)

Standard 8-6

The student will demonstrate an understanding of the properties and behaviors of waves. (Physical Science)

<p>Kindergarten Social Studies</p>	<p>Standard K-1 The student will demonstrate an understanding of the way families live and work together now and the way they lived and worked together in the past.</p> <p>Standard K-2 The student will demonstrate an understanding of rules and authority in a child's life.</p> <p>Standard K-3 The student will demonstrate an understanding of key American figures and symbols.</p> <p>Standard K-4 The student will demonstrate an understanding of good citizenship.</p> <p>Standard K-5 The student will demonstrate an understanding of his or her surroundings.</p> <p>Standard K-6 The student will demonstrate an understanding of different businesses in the community and the idea of work.</p>
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<p>First Grade Social Studies</p>	<p>Standard 1-1 The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.</p> <p>Standard 1-2 The student will demonstrate an understanding of home, school, and other settings across the world.</p> <p>Standard 1-3 The student will demonstrate an understanding of how government functions and how government affects families.</p> <p>Standard 1-4 The student will demonstrate an understanding of the foundations and principles of American democracy.</p> <p>Standard 1-5 The student will demonstrate an understanding of the role of</p> <p>Standard 1-6 The student will demonstrate an understanding of how and why people make economic choices and the importance of these choices for families.</p>
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**Second Grade
Social Studies**

Standard 2-1

The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

Standard 2-2

The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.

Standard 2-3

The student will demonstrate an understanding of origins, structure, and functions of local government.

Standard 2-4

The student will demonstrate an understanding of the division of the world geographically into continents and politically into nation-states.

Standard 2-5

The student will demonstrate an understanding of trade and markets and the role of supply and demand in determining the price and allocation of goods within the community.

**Third Grade
Social Studies**

Standard 3-1:

The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

Standard 3-2:

The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

Standard 3-3:

The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

Standard 3-4:

The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina's role in these events.

Standard 3-5:

The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.

**Fourth Grade
Social Studies**

Standard 4-1:

The student will demonstrate an understanding of the exploration of the New World.

Standard 4-2:

The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

Standard 4-3:

The student will demonstrate an understanding of the conflict between the American colonies and England.

Standard 4-4:

The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

Standard 4-5:

The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

Standard 4-6:

The student will demonstrate an understanding of the Civil War and its impact on America.

<p style="text-align: center;">Fifth Grade Social Studies</p>	<p>Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States.</p> <p>Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.</p> <p>Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States' becoming a world power.</p> <p>Standard 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.</p> <p>Standard 5-5: The student will demonstrate an understanding of the social, economic, and political events that influenced the United States during the Cold War era.</p> <p>Standard 5-6: The student will demonstrate an understanding of developments in the United States since the fall of the Soviet Union and its satellite states in 1992.</p>
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<p>Sixth Grade Social Studies</p>	<p>Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic to settled life in the cradles of civilization.</p> <p>Standard 6-2: The student will demonstrate an understanding of life in ancient classical civilizations and their contributions to the modern world.</p> <p>Standard 6-3: The student will demonstrate an understanding of the Middle Ages and the emergence of the nation-states.</p> <p>Standard 6-4: The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.</p> <p>Standard 6-5: The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and rest of the world.</p> <p>Standard 6-6: The student will demonstrate an understanding of the age European exploration and settlement in the New World.</p>
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**Seventh Grade
Social Studies**

Standard 7-1:

The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.

Standard 7-2:

The student will demonstrate an understanding of the concept of absolute monarchies and constitutional government in the seventeenth and eighteenth centuries.

Standard 7-3:

The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.

Standard 7-4:

The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.

Standard 7-5:

The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.

Standard 7-6:

The student will demonstrate an understanding of international developments in the post–World War II world, including the impact of the Cold War on the world.

Standard 7-7:

The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.

**Eighth Grade
Social Studies**

Standard 8-1:

The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

Standard 8-2:

The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina’s part in the development of that nation.

Standard 8-3:

The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

Standard 8-4:

The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

Standard 8-5:

The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

Standard 8-6:

The student will demonstrate an understanding of South Carolina’s development during the early twentieth century.

Standard 8-7:

The student will demonstrate an understanding of South Carolina’s economic revitalization during World War II and the latter twentieth century.

b. Provide evidence of a correlation to ensure that the school's instructional program meets or exceeds the student academic standards adopted by the State Board of Education.

Riverview's Charter Committee and the Academic Excellence Committee held focus groups with educators, administrators, and former district superintendents to ensure that the Riverview instructional program will meet or exceed the South Carolina Academic Standards adopted by the State Board of Education. The following curriculum provides evidence of a correlation between Riverview's instructional program and the South Carolina Academic Standards.

English Language Arts:

Riverview's English language arts program will make literacy relevant and meaningful with a reader's and writer's workshop approach. The English language arts will be taught through a combination of individual, small group, and whole group instruction. Immersed in a language-rich environment, the acquisition of reading and language skills will be approached developmentally as each child progresses along a continuum. By integrating the development of reading, writing, listening, and speaking, our language arts curriculum ensures that RCS students have the opportunities and resources they need to develop age-appropriate language skills as well as a love and appreciation for reading and language. Riverview's innovative approach to instruction will help students demonstrate the necessary skills outlined in the SC Academic Standards through a variety of learning modalities.

Reading: Consistent with best practice in literary instruction, children will learn to read through real reading experiences, using a variety of genres that includes both fiction and non-fiction texts. Reading skills and strategies will be taught through whole-class instruction using structures such as shared reading and mini lessons designed to teach specific skills, strategies, and concepts outlined in the South Carolina Academic Standards. After the group lesson, students then have the opportunity to try out those new skills in the context of authentic and purposeful activities monitored and assisted by the teacher.

Guided reading will address the needs of small groups of readers, while individual students will get one on one coaching during reading workshop teacher conferences.

Teachers and students will model what good readers do so that students can learn to adopt good reader strategies and apply them to their own reading. Stressing individual reading processes will help students identify what works for them and aid them in becoming proficient readers.

Riverview's Reading Development Program Will Align with State Academic Standards by Concentrating on the Following Areas:

- **Print Awareness:** Recognition of the conventions and characteristics of written language
- **Phonetic Awareness:** The ability to recognize that spoken words are made up of discrete sounds and that those sounds can be manipulated

- **Phonics:** The relationship between sounds (phonemes) and written symbols
- **Vocabulary:** The understanding, retention, and usage of general and specific oral and written vocabulary
- **Comprehension:** The understanding of written and spoken language
- **Fluency:** Reading with accuracy, speed, and expression

Writing: Writer's workshop will be similar in format to reader's workshop, with writing skills and strategies that align with the South Carolina Academic Standards taught explicitly through whole class or small group mini lessons. Students will be given opportunities to write for authentic purposes and for real audiences on a daily basis. After mini lessons, students will be given opportunities to try out the strategies taught.

In the workshop, students will be busy doing the work of real writers: maintaining reader/ writer's notebooks, conducting research, writing, revising, editing, conferring with writing groups and the teacher about the craft of writing, assessing their writing through rubrics, and publishing. Student writing will be shared and published in a variety of authentic ways. Spelling instruction will occur through mini lessons as well, and an emphasis will be placed on helping students analyze spelling patterns and strategies. Spelling will also be addressed with individual or small groups of children in writing conferences.

Teachers and students will model what good writers do so that students can learn to adopt good writer strategies and apply them to their own writing. Stressing individual writing processes will help students identify what works for them and aid them in becoming proficient writers.

Riverview's Writing Development Program Will Align with State Academic Standards by Concentrating on the Following Areas:

- **Composition:** Experience with various genres, structures, traits, and process of effective writing
- **Grammar, Mechanics, and Usage:** Grammar is the study of the sound, structure, and meaning system of language. Mechanics involves the conventions of punctuation and capitalization. Usage is the way we speak in a given community
- **Spelling:** The process representing language by means of a writing system
- **Handwriting:** Penmanship enhances the clarity and coherence of writing

In addition to reading and writing, listening, speaking, viewing, and visually representing complete the English language arts component of Riverview's instructional program. In compliance and alignment with South Carolina Academic standards, listening skills include comprehending what one hears and listening for different purposes. Speaking skills include speaking formally and conversationally. Viewing skills include comprehending main ideas and messages in images, mass

media, and other multimedia. Visually representing is using visual language (example: graphic organizers) for purposes such as learning, enjoyment, persuasion, and the exchange of information.

Mathematics:

Riverview Charter School is adopting Everyday Mathematics (University of Chicago), a curriculum widely used by both public (including Beaufort County, who will be adopting the program as well) and independent schools nationwide. In addition, we are considering supplemental materials such as Math Solutions publications by Marilyn Burns, Math Your Way, and Connected Mathematics by the National Science Foundation to further align Riverview’s math program with the State Standards.

Everyday Mathematics is designed to build students’ existing understanding through the application of mathematics to everyday problems and situations, which makes it experiential in nature. There is a strong language component to this program, and students develop the ability to articulate the processes by which they solve problems and “think mathematically.” Children will have many opportunities to apply mathematical concepts to real life. Math literature and math manipulative will be used to deepen understanding of mathematical concepts. A scope and sequence of basic math facts that students are to master at each grade level align the South Carolina’s Academic Standards with Everyday Mathematics.

Riverview's Mathematic Development Program Will Align with State Academic Standards by Concentrating on the Following Areas:

- **Math Processes:** Math processes involve problem solving, reasoning and proof, communication, connections, and representation. Math processes activities include word problems, categorizing data in charts and graphs, using a variety of forms of mathematical communication, and making connections between math and other subjects.
- **Numeration and Operations:** Numeration involves a method of numbering or of reading and writing numbers. Numeration activities include counting, writing numbers, identifying equivalent forms, exchanging coins, and renaming numbers in computation. Operations and computations address actions performed on one or two numbers producing a result. Activities involve addition, subtraction, multiplication, and division, working with fact families, and operations with money.
- **Algebra:** This topic explores attributes, patterns, sequences, relations, and functions. Specific activities might include finding patterns and studying properties of operations, finding patterns on the number grid, puzzles, exploring the relationship between addition/subtraction and multiplication/division, and writing number models.
- **Geometry:** Geometry is the study of special objects, their properties, and relationships. Geometry activities focus on exploring multi-dimensional shapes and other geometric concepts

- **Measurement:** Measurement focuses on how to measure and how to interpret measures. Specific activities might include working with map coordinates and scales, timelines, clocks, and calendars.
- **Data Analysis and Probability:** Data and chance help build an understanding of statistics and probability. Students collect, organize, and display data using tables, charts, and graphs. They explore concepts of chance and probability through prediction, testing theories, and analysis of data.

Science:

Riverview's science curriculum engages students in a systematic investigation of their world that is aligned with the South Carolina Academic Standards. Specifically directed by the South Carolina's Academic Standards Support Guide (2005), students will participate in hands-on investigation and exploration, as they learn to apply methods of scientific inquiry including:

- observation
- gathering, organizing, and analyzing data
- making predictions
- formulating and testing hypotheses
- estimating and measuring
- identifying and using informational resources

- practicing accepted safety procedures

In addition, RCS studies will be guided by the Science and Technology for Children curriculum, which is developed by the National Science Resources Center, The Smithsonian Institution, and the National Academy of Sciences. Supplemental materials, such as Foss's hands-on science kits will be used as well. The natural resources surrounding the Riverview "green" campus and Beaufort County at large will provide an outdoor classroom in which to further explore scientific inquiry.

Riverview science classes will emphasize the processes of science and conceptual understanding of topics, often explored through inquiry-based projects culminating in a final product that allows students to demonstrate their knowledge and mastery of the Academic Standards. As with all other subjects, science is connected to many other areas of learning. Therefore, science will be integrated with all content areas, especially math. To aid this integration, we will take advantage of many research driven resources such as AIMS: Activities Integrating Math and Science materials and GEMS: Great Explorations in Math and Science classroom units.

Riverview's Science Development Program Will Align with State Academic Standards by Concentrating on the Following Areas:

- **Physical Science:** Physical science content is related to the properties and structure of matter, energy, force, and motion

- **Life Science:** Life science concepts are related to the principles of heredity, structure, and function of cells and organisms, relationships among organisms and their physical environment, and the diversity of life.
- **Earth and Space Science:** Earth and space science content is related to atmospheric processes and the water cycle, and the composition and structure of the Earth and universe.

To extend the Academic Standards, Riverview will offer environmental science studies that are integrated into the curriculum at each grade level. The primary way we will teach about the environment will be through direct experiences in nature and our local environs. Research shows that people learn to care for things they understand, and they understand things they have direct experiences with. Using RCS's experiential learning philosophy and allowing students to construct knowledge by experiencing it will not only help students make achievement gains, but also will contribute to them becoming responsible, global citizens.

Social Studies:

Riverview's social studies program will directly align with the South Carolina Academic Standards while helping students develop a historical perspective and understand modern society. In-depth explorations provide students with an ever-widening understanding of how people live and work together, how habitat and geography affect communities, and the similarities and differences among cultures. Study of historic periods and events helps students analyze how and why change

occurs over time. Through studies of social issues (hunger, poverty, human rights, conflict resolution, etc.) students gain an awareness of their rights and responsibilities as individuals in a community and the broader world. By aligning the South Carolina Standards with volunteerism, students will directly plan and implement projects that will directly influence the local area while demonstrating mastery of academic, social, and emotional skills and building responsibility toward engaged citizenship.

In addition, Riverview will seek other ways to integrate social studies to the other disciplines and make social studies relevant and tied to real-life experiences. RCS will use interactive media, games, and simulations to have students participate in virtual history. Storytellers will relate content to real-life experiences in Beaufort County. Field trips and field work will further extend learning opportunities to align standards with direct experience, while virtual field trips will take students around the country and the world to connect their studies with other children in the US and across the globe.

In addition, studies in geography, history, and cultures become the context through which our students learn and apply academic skills. Activities provide students with opportunities to develop skills in information processing, critical thinking, problem solving, and their use of reference tools and technology.

Riverview's Social Studies Development Program Will Align with State Academic Standards by Concentrating on the Following Areas:

- **American History:** Content focuses on the causes and effects of U.S. historical events and the life and development of American culture over time.
- **World History:** Content focuses on the causes and effects of world historical events and the life and development of cultures over time.
- **Geography:** Geography studies are integrated into American and World History. Geography-related themes across the grades include the world in special terms, places, and regions, physical systems, human systems, environment and society and the uses of geography. Geography-related content looks at the interdependence among the Earth's natural features, climate, resources, and population.
- **Culture:** Culture-related content involves beliefs, customs, arts, influence, and institutions of a society.

Physical Education:

Our physical education curriculum is aligned with the South Carolina Academic Standards and incorporates physical activity, wellness, sports and fitness activities into a program that helps children develop competencies and positive attitudes about their bodies and health. Personal health and fitness, collaboration, sportsmanship, and self-discipline will also be emphasized. In addition, physical activity will be integrated into the school day on a daily basis.

Arts Education:

Riverview's arts education program will be integrated into each content area and will be aligned to follow the South Carolina State Standards. Explorations in the arts encourage self-expression through projects that strengthen conceptual development. Areas of study will include the development of artistic skills and knowledge; connections between areas of knowledge; choosing and evaluating a range of subject matter, symbols, and ideas; critical analysis and aesthetic awareness; media application and processes; historical and cultural context; and using knowledge of structures and functions. The artistic process will be emphasized in addition to the products produced. Student artwork will be displayed and published at our school and on Riverview's website.

Music Education:

Riverview's music education program will be integrated into the content areas and will be aligned with the South Carolina State Standards. Students learn to appreciate and enjoy music in its many forms by developing listening and performance skills and by learning about music from a theoretical, cultural, and historical perspective. Students will participate in activities that stress the standards:

singing, playing instruments, improvising, composing, reading notation, analyzing, evaluating, making connections, and relating to history and culture.

Spanish:

Riverview's world language program will be in alignment with the South Carolina Academic Standards for Modern and Classical Languages. Students will learn about Spanish-speaking countries and cultures as they expand their ability to speak, read, write and listen in the Spanish Language. Riverview hopes to attract teachers from abroad to teach other world languages as well.

21st Century Themes:

To extend the South Carolina Academic Standards, Riverview plans on integrating 21st Century skills across the curriculum focusing on four themes: Knowing the World, Information and Media Literacy, Collaboration, and Creative Problem Solving. RCS is committed to preparing its students to be responsible, engaged citizens in a global society.

Computer Technology Studies:

Riverview's computer technology program will be aligned with the South Carolina Academic Standards. At each grade level, technology will be integrated into

the curriculum to support learning, increase productivity, promote creativity and build 21st Century skills.

Social and Emotional Curriculum:

Riverview believes the social and emotional curriculum is as important to the development of the whole child as is academics. Our social and emotional curriculum will be integrated into all subject areas and will foster a school community that is kind, empathetic, cooperative, unified, and spirited. Morning meetings will start the day with activities to greet; share personal experiences; discuss issues; participate as a group by singing, play a game, recite a poem or dance; and discuss the business of the day ahead. Communication principles such as conflict resolution, leadership, self control, respect, responsibility, and generosity are included in the yearlong curriculum. Riverview strives to create an environment where each student feels connected to the school community.

b. Identify a process to ensure that the school's instructional program meets or exceeds the student academic standards adopted by the State Board of Education.

Riverview's faculty and staff will work with state officials and the Beaufort County School District to further ensure that the school's instructional program meets or exceeds the student academic standards adopted by the State Board of Education. RCS teachers will be fully cognizant of the state's Academic Standards for their applicable grades and will work collaboratively to create thematic, integrated studies

that weave the South Carolina Academic Standards with 21st century skills (<http://ed.sc.gov/agency/offices/cso/>).

Prior to the beginning of every academic year, the Director will lead a review of curriculum and request help from the State to revise and update any changes that need to be made to ensure the school is meeting or exceeding the most recent student academic standards adopted by the South Carolina Board of Education.

c. Specify the school's provisions for determining whether all students are achieving or attaining the standards. Include the methods by which student performance information will be gathered and monitored.

The RCS curriculum is designed to effectively align the South Carolina academic standards and our experiential learning philosophy. By committing to a small school with small class sizes, Riverview will set the stage for student achievement. Students will actively engage in meaningful and innovative learning experiences in a setting that personalizes instruction and maximizes learning opportunities. Riverview will determine whether all students are achieving and attaining the academic standards through various assessment measures outlined in Section E: Student Assessment. Student progress and performance information will be systematically collected and analyzed to monitor all aspects of the organizational and instructional effectiveness at the student, classroom, and school level. Riverview will determine whether all

students are achieving and attaining standards by using several types of assessments that include, but are not limited to:

- **Pre-testing:** Pre-tests assist the teacher in identifying what students know and provide benchmark data.
- **Measures of Academic Progress (MAP):** is an adaptive test that assesses students in math, reading, and writing for grades 2-8. MAP can be used as a diagnostic, formative, and summative assessment measure.
- **Student Self-Assessment:** Students set goals and track progress with teacher assistance. They reflect on their learning experiences to become more meta-cognitively aware of their individual learning process.
- **Learning Profiles:** a profile for each student will be created to determine what each child knows and how they learn best. It will be constructed based on a variety of research-based assessments such as learning style inventories, Measures of Academic Progress results, community and family reflections, student records, and teacher observations. It will allow teachers to assess and identify students' readiness, interests, and preparation to meet challenges that may lie ahead.
- **Evidence Based Rubrics:** a tool developed by instructors, often with the help of students, to assess the performance of students. It lists the dimensions or tasks of the performance to be assessed, and the specific criteria used to evaluate each dimension. It is different from a simple checklist because it also describes gradations of quality for each dimension of the performance to be

evaluated. By describing what each criterion looks like at various degrees of qualities, the instructor not only creates a framework for fair, objective grading, but also conveys expectations to the students.

- **Teacher observations, check lists, and anecdotal records:** provides data and insight into student learning processes.
- **Curriculum Related Tests or Post Tests:** includes traditional classroom tests such as multiple choice, short written responses, and essays. These tests will be tied to the academic standards where applicable.
- **Performance-Based Assessments:** a measure based on authentic tasks where students demonstrate their use of knowledge and skills.
- **Multi-media portfolios:** highlight authentic learning experiences, demonstrate students' growth and competencies, and involve the teacher, the student, and parents in the assessment process. Multi-media portfolios can include writing samples, artwork, audio files, video clips, goal setting, self and teacher assessments, as well as many other processes and products.
- **Standardized Measures:** includes the South Carolina Achievement Tests Test and End of Course for High School Courses.

Riverview is also investigating web-based programs, such as eChalk, to assist families and teachers in communicating with the school and track their child's progress. Other methods, such as, semi-annual family/teacher conferences; curriculum nights that showcase student learning, portfolio exhibitions, school and

classroom newsletters, weekly folders for the younger grades, and teacher evaluations, will support families and teachers in identifying areas of student success and weakness in order to effectively modify classroom practice and improve the instructional program.

4. INSTRUCTIONAL PROGRAM

a. Provide a school calendar and daily schedule for the academic year. The calendar and schedule must reflect the number of instructional days per year and amount of instructional time per day.

Riverview Charter School's academic calendar will meet the State requirement of 180 instructional days. Faculty and staff will have additional days for professional development and teacher workdays. When the Beaufort County School District adopts the traditional calendar for the 2009 school year, Riverview will consider adopting it to accommodate families and the community. We reserve the right to adjust the calendar to meet our instructional needs. (See Appendix D for the Beaufort County School Traditional Calendar for 2008-2009)

State laws and regulations require that the length of the school day for elementary school students must be six hours, or its weekly equivalent, including lunch. The length of the instructional day for secondary students must be at least six hours, or its weekly equivalent, excluding lunch. RCS school hours will be 8:30-3:00; however, students can be dropped off as early as 8:00 to accommodate working

parents. An after-school enrichment program will be developed to support instruction and offer additional learning opportunities. (A tentative Riverview daily schedule is included in Appendix D)

b. Describe the strategies or approaches that will be used to enable students to accomplish the curriculum standards.

Drawing on an extensive review of the research regarding successful schools nationally and internationally, as well as information obtained through focus group sessions with parents, educators, and community members, RCS's educational plan has been created to help students reach their highest academic potential and become caring, responsible, and engaged citizens.

To achieve these goals and objectives, RCS students will meet or exceed the South Carolina Academic Standards by participating in an instructional program that advocates "learning by doing, and a curriculum that involves the mind, hands, and heart." (Partnership for 21st Century Skills, 2007) Riverview will use an experiential approach and multiple strategies to guide instruction and enable students to not only accomplish the Academic Standards, but to exceed the goals and objectives outlined by the State Board of Education and the Beaufort County School District.

The following is a list of strategies to accomplish and exceed the State Academic Standards:

- hands-on experiential learning experiences
- integrated Service Learning
- increased time for teacher collaboration, planning, and development
- a social and emotional learning program
- healthy living and daily recess
- integrated arts education
- environmental stewardship
- learning profiles
- response to intervention
- small school size
- small class size
- whole child
- 21st Century Interdisciplinary Themes

These methods are well researched, data driven, and fully support RCS's commitment to nurturing the whole child and preparing each student for a global society.

Hands-on, experiential learning: Based on the groundbreaking work of John Dewey and his theoretical understanding that “all genuine learning comes through experience” (Dewey, 1938), students at RCS will participate in a learner-centered curriculum that uses a hands-on approach to connect life experiences with learning. The foundation of our philosophy recognizes and values the whole child—

cognitively, physically, socially, emotionally, aesthetically, and ethically—and provides educational opportunities for each dimension to grow and strengthen.

The Association of Experiential Education defines experiential education as “a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values.” In a forum discussing the difference between traditional and experiential learning, educator James Case, points out, “Classroom learning educates students through books and lectures, selected and presented by ‘experts’ whose instruction follows rigidly defined methods. Experiential learning, on the other hand, occurs in some form of a social environment, and promotes student observation, data collection, and discovery to drive continual analysis, problem solving, and learning.” (American Youth Policy Forum, 1996) Educational research shows that people have different learning styles and that learning is more effective when students are actively engaged, both independently and cooperatively, in the process. Dynamic learning situations enable students to construct meaning and deep understanding rather than simply record and transmit knowledge.

RCS will not be didactic in nature but will allow students the chance to engage, explore, explain, elaborate, and evaluate—to make meaning out of their learning and become effective, metacognitive learners. As Black and Williams (1998) write, “,,it is only when students are trained in and given opportunities for self assessment that

they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.”

Through innovative instruction, RCS seeks to connect the theoretical perspective of Dewey’s philosophy and the art of teaching to create meaningful and memorable learning opportunities that lead to self-discovery.

Integrated Service Learning: Part of RCS’s mission is to help students become personally, socially, and globally responsible citizens. As a means to create engaged citizenship, RCS is passionate about the implications of Service-Learning and will adopt this strategy as a school-wide initiative. Learn and Serve, America’s National Service-Learning Clearinghouse, defines Service-Learning as a “teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” RCS feels the symbiotic relationship between community and school should be beneficial, meaningful, and even transformational for all participants, and we envision service-learning as one way to create that bond.

Although the No Child Left Behind Act of 2001 emphasizes student achievement in “core” subjects, it leaves out something RCS feels is vitally important—educating our children to become responsible and engaged citizens. The charter committee of RCS are not the only ones who feel this way. Roundtable discussions were convened on Capitol Hill bringing national, state, and local policymakers, researchers, leaders in education, and teachers together to study and

make recommendations to remedy this imbalance. In a time when high-stakes testing has seized education, the final report, *Restoring the Balance between Academics and Civic Engagement in Public Schools*, “argues for integrated learning experiences for students that connect learning to the real world—with a nod to service.”

Sara Pearson, the senior program associate for The American Youth Policy Forum (AYPF) and co-editor of the report, sums up RCS’s mission, “If we want safe and stable communities and caring and responsible neighbors for tomorrow, we’ve got to plan today to provide opportunities to combine academics with civic involvement, and ensure that these experiences are of high quality and make a direct and meaningful connection to the lives of children and youth.”

Service-Learning is *different* from volunteerism in that it is an instructional approach. The Corporation for National and Community Service (1990) reports that Service-Learning promotes learning through active participation in service experiences; provides structured time for student reflection; provides the opportunity for students to use, strengthen, and develop skills and knowledge in real-life situations; extends learning beyond the classroom and into the community; and fosters caring for others.

Service-Learning is a form of experiential education, a philosophy RCS embraces. The process of this approach links personal and social development with academic and cognitive development through real-life experience. A study by Eyer

and Giles (1999) revealed that authentic service-learning experiences have some common characteristics. These experiences are positive, meaningful, and real to the participants. They involve cooperative rather than competitive experiences and promote team work, community involvement, and citizenship. They address complex problems in complex settings rather than simplified problems in isolation. They create problem solving and real-life critical thinking opportunities rather than drawing upon abstract knowledge (such as one might get from a text book). Further, Service Learning experiences are more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence support social, emotional, and cognitive learning and development.

RCS believes service-learning will be a niche that separates us from other schools and attracts families that embrace engaged citizenship. We are deeply committed and passionate to what SERVICE and LEARNING can offer both our students and the greater community.

Increased Time for Teacher Collaboration, Planning and Professional Development: RCS believes increased time for collaboration, teacher planning, and professional development will benefit the culture of the school and have a positive effect on teachers, students, and families. In their report, *What Matters Most* (1996), The National Commission on Teaching & America's Future suggests that "investments in teacher knowledge and skills net greater increases in student achievement than other uses of an educational dollar."

RCS aspires to create rich learning communities that enhance the capacity for critical thinking and reflection. In his book, *The Fifth Discipline* (1990), Senge introduces the idea of a learning organization: "...where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together." Studies reveal that regular opportunities for interaction with colleagues are essential to creating professional school identities (Lieberman, Saxl, and Miles, 1988). A community of peers is critical not only in terms of support, but also as a crucial source of ideas and criticism (Sykes, 1996). In *The Collaborative School: A Work Environment for Effective Instruction* (Smith and Scott, 1990), researchers suggest that these three components—support, ideas, and criticism—combined to promote the improvement of teachers' practice and teacher collaboration is a strong predictor of student achievement.

By committing to innovative instruction, community involvement; small school size; small class size; shared decision-making; and increased time for collaboration, planning and development opportunities, RCS intends to demonstrate that we value, appreciate, and support what teachers do as educators. Creating an environment that draws exceptional teachers to our school, is at the heart of RCS's mission.

Social and Emotional Learning: RCS plans to adopt the social and emotional learning curriculum developed at the Stone Center at Wellesley College.

The Open Circle Project (OCP) is a comprehensive social and emotional learning program for students, their teachers, administrators, parents and caregivers. Riverview has the distinct privilege of possibly becoming a pilot site for Open Circle, as we are currently working toward becoming their first school outside the New England area.

The project's mission is "to work with school communities to help children become ethical people, contributing citizens, and successful learners." This program is well reputed and is recommended by the U.S. Department of Education Expert Panel Guidebook of Exemplary and Promising Safe, Disciplined, and Drug-Free School Programs as well as a "Select" program by the Collaborative for Academic, Social, and Emotional Learning. Open Circle integrates research findings in child development with the best teaching practices. It teaches the principles of communication, self-control, problem-solving, responsibility, generosity, compassion, cooperation, respect, and assertiveness. The yearlong curriculum draws from research on risk and prevention and from work in the area of social and emotional intelligence. The OCP curriculum is reputed to increase teaching and learning time by cutting down on disciplinary issues and to promote leadership skills, assertiveness, interpersonal skills, and positive risk-taking.

Research suggests that children's intellectual learning does not happen in isolation but is directly linked to social and emotional growth. Furthermore, researcher Sankowski stresses "failure to address their (students') complex social

and emotional needs will undercut children's academic and social success and emotional well being and may contribute to serious outcomes such as drug use and addiction, teenage pregnancy, mental health problems, delinquency, and violence." A recent study (Hennessey, 2007) indicated that OCP participants showed significantly greater teacher-reported improvements in both social skills and problem behaviors than did control group members. Based on the 1986 Mental Health Institute's recommendation that school curricula include social and emotional competency building programs as a way to prevent social, behavioral, and health problems in children, RCS is dedicated to integrating the Open Circle Project into its curriculum.

Healthy Living and Daily Recess: RCS is committed to promoting healthy living for all Riverview students. We will provide a minimum of 150 minutes of physical education (PE) and physical activity per week for students as outlined in the SC Student Health and Fitness Act of 2005. A minimum of 60 minutes per week will be spent on PE, with plans to increase it to 90 minutes per week. We believe that PE will give the students the skills and awareness they will need to engage in lifelong physical activity.

According to the 2006 Shape of the Nation Report conducted by the National Association for Sport and Physical Education (NASPE) and The American Heart Association (AHA), 95% of parents polled nationwide said that PE should be included in the school curriculum for all students in kindergarten through 12th grade. A well-

planned and well-implemented PE program not only improves a child's physical fitness and skills, but also strengthens peer relationships, influences moral development, improves self-confidence and self-esteem, helps reduce stress, facilitates development of self-discipline and goal-setting, and promotes a healthy lifestyle. The goal is to emphasize fitness and well-being, not athleticism.

Research at the Medical College of Georgia shows that school-aged children should participate in 60 minutes or more of moderate to vigorous physical activity daily. The AHA published a report in August of 2006 titled, *Schools Should Take the Lead in Increasing Kids' Activity*. In it, Russell R. Pate, Ph.D., professor of exercise science at the University of South Carolina, wrote "Children and youth spend a substantial number of their waking hours in school, so it's important that schools provide adequate physical activity." He continued, "It doesn't mean backing down on academics – it's not an either/or thing. A balanced academic program should include PE and should also incorporate strategies to increase physical activity throughout the school day. Physical activity shouldn't stop at PE class."

Rhonda Clements, president for the American Association of the Child's Right to Play, argues for the need for recess in the article, *The Decline of Physical Activity: Why Are So Many Kids Out of Shape*. She states that recess gives children the opportunity to participate in activities of their own choosing, which not only promotes another outlet for physical activity, but also encourages socialization, imagination, and outdoor activity. "Physical education is an academic subject," said Clements.

"Recess allows kids to practice the skills they learned in P.E. The two need to go together."

The reports on childhood obesity in the United States are staggering. The Institute of Medicine reports that over the past three decades, childhood obesity has more than doubled for preschool children aged 2-5 and adolescents aged 12-19, and it has more than tripled for children aged 6-11. At present, approximately nine million children over 6 years of age are considered obese. Not only are the type 2 diabetes cases on the rise (a disease which at one time was believed to only affect adults), overweight children as young as 5 are already showing risk factors for heart disease. Obesity is now considered a public health threat.

The Beaufort Gazette reported on January 18, 2008, that more than one-third of students in the Beaufort County School District are overweight or obese in grades three, five, and eight. The study, prepared by the district and the coalition Reducing Obesity and Chronic Disease in Our Community, confirms that our schools need to reevaluate their commitment to physical education, physical fitness and healthy eating.

In May of 2007, Phil Lawler, Director of Training and Outreach for non-profit PE4life, testified to the House Subcommittee on Healthy Families and Communities, that children today have a shorter life expectancy than their parents for the first time in 100 years. Lawler pointed out that PE not only builds healthier kids, thus leading

to healthier adults, and also presented evidence that PE enhances academic performance and decreases discipline issues.

The President's Council on Physical Fitness and Sports concludes that: The essential cause of the increase in obesity among children and adolescents is caloric imbalance, which results from inadequate physical activity, poor dietary choices, or both. These behaviors are influenced by many sectors of society, including families, community organizations, health care providers, faith-based institutions, government agencies, the media, and schools. None of these sectors can solve the childhood obesity epidemic on its own; however, it is unlikely to be solved without strong school-based policies and programs.

Integrated Arts Curriculum: The arts will play a major role in the daily fabric of Riverview's thematic integrated curriculum. Playing music, singing, drawing, dancing, writing, and acting out stories or poems will be woven into instruction to increase understanding in core disciplines and connect the arts across the curriculum. There is a growing body of research that shows student achievement improves when schools offer a well-balanced curriculum that includes the arts. When children are given opportunities to use their artistic strengths to make connections with what they know, not only does the evidence reflect academic gains, it also demonstrates a trend toward narrowing the achievement gap and providing powerful social and emotional tools.

Riverview agrees with the Arts in Basic Curriculum belief that “education in the arts provides significant opportunities for critical thinking, creative problem solving, skill development, collaborative learning, autonomous judgment, and meaningful community involvement.” The benefits of an integrated arts program are plentiful and support the RCS mission, goals, and objectives in multiple ways. UCLA researchers determined that students who were highly involved in arts instruction “earned better grades and performed better on standardized tests. They also performed more community service, watched fewer hours of television, reported less boredom in school, and were less likely to drop out of school. These findings were also true for students from the lowest socioeconomic status quartile of the 25,000 students studied, disproving the assumption that socioeconomic status, rather than arts involvement, contributes to such gains in academic achievement and social involvement.” (Catterall, Chapleau, & Iwanaga, 1999) In fact, arts education has also been shown to help at-risk students find other pathways to success. In the article *The Arts Make a Difference* published in *Educational Leadership* (2006), the study found that many poor performing students went from being “withdrawn or disruptive to becoming active and productive class members”. In addition, there is strong evidence that arts education develops cognitive and social capacities, such as critical thinking, problem solving, spatial temporal reasoning, empathy, tolerance, and collaboration, all of which are important to success in school, life, and work. (Deasy 2002, Catterall 2002)

Riverview sees arts integration as a vehicle to cross the boundaries of core subjects and art concepts, and of the affective and cognitive domains of expression. In fact, recent developments in learning science actually explain that logic may not be possible without the arts (Demasio, 2003; Lakoff & Johnson, 1999) and that the arts are no longer considered just “emotional” but cognitive as well...indeed it’s “their emotional content that is what makes them cognitively powerful.” (Rabkin & Redmond, 2006).

RCS will use integrated arts education, along with other learning opportunities, such as the research of Howard Gardner and his Theory of Multiple Intelligences, to differentiate learning and develop each student’s self-expression. This emphasis on the process of creating encourages independent, self-motivated learning, wherein students explore, take artistic risks, study and appreciate other cultures, make mistakes, discover, honor differences, and gain new understandings.

Small School Size: RCS feels strongly about the importance of community and that core belief commits us to maintaining a small school size. Staying small fosters and strengthens relationships and allows all voices to be respectfully heard. A large research base supports this endeavor (for example, see: Gregory, 1992; Hamilton 1983; Holland and Andre 199; Howley, 1994, 1996; Jewell, 1989; Kershaw and Blank, 1993; Monk, 1987, 1992; Monk and Haller, 1992; Nachtigal, 1992; Robinson-Lewis, 1991; Stockard and Mayberry, 1992; Walberg 1992; Williams, 1990). Research published in *Educational Leadership* (Wasley & Lear, 2001)

summarized that “Together, parents, teachers and principals have found small schools better able to engage the intellectual and emotional lives of students and to improve students’ academic performance....the body of research on small schools has grown—both breadth and depth—and has made the case for small schools compelling, if not irrefutable.”

School administrations work under the misconception that big schools are more cost effective than small schools, but The Small Schools Project’s consensus of studies confirms that in small schools student achievement goes up and the gap between poor students and their more affluent peers is narrowed, attendance improves, graduation rates rise, college attendance rises, students are more engaged in their studies and more likely to participate in extracurricular activities, and students develop a stronger sense of belonging and develop sustained relationships with teachers and other caring adults. In small schools, rates of violence and disciplinary problems are lower, dropout rates reduce, students’ attitudes toward school in general and toward particular school subjects are more positive, students’ general self concepts are higher, teacher satisfaction increases, and students make more connections with family and community members. At what cost are we willing to give up these outcomes? The push toward school consolidation was created because big schools were considered more economical and to have higher quality curricula than small schools. Data have shown, however, that neither of these assumptions is necessarily true. In fact, academic achievement in small schools often equals, or excels their larger counterparts.

RCS wants to create a community school that feels like a family; a place where each child is known by name. Because of the compelling data that support this effort, in addition to all of our academic objectives, small school size is of the utmost importance to RCS.

Small Class Size: In addition to small school size, RCS is committed to small class size and the benefits it brings to the learning environment. RCS will limit class size to 19, with the hope that classes can be smaller, yet sustainable. RCS aims to establish an environment where the teacher and staff know each child well and focus on individual gifts, talents, and special needs. Small class size supports this initiative.

In a longitudinal study, The Center for Public Education found that Tennessee's influential STAR (Student Teacher Achievement Ratio) Project demonstrated substantial evidence that reducing class size improved student academic achievement. In fact, the study showed evidence of closing the achievement gap; in most cases the improvement for minorities was nearly *twice* as large as for white students. Follow-up studies demonstrated that the more years spent in reduced classes, the longer lasting the benefits. Students in the study, even after the small-class intervention was disbanded, continued to show more effort in the classroom, took greater initiative with regard to learning activities, displayed less disruptive and inattentive behavior, and continued positive achievement results (Nye, et al. 1989, 1994, 1995, 1996, 1997, 1998, 1999). This impressive data base, along

with other studies, convinces RCS that small classes in the early grades can result in significant, positive, long-term success for all students.

Learning Profiles: A hallmark of Riverview will be to provide an optimum learning environment for all students. To accomplish this effort from the outset of planning, the school will collaborate with all the stakeholders in developing an instructional program unique for each student. In these efforts, data and information pertinent to how each student learns best will be collected and reviewed so that instruction can be differentiated. Riverview families will contribute to this effort by sharing what they know about their children as learners. This home-school relationship is critical to the school's and student's growth. Learning profiles will be created for each student to determine what each child knows and how they learn best. The profile will be constructed based on a variety of research-based assessments such as learning style inventories, Measures of Academic Progress results, community and family reflections, student records, and teacher observations.

Learning profiles will allow teachers to assess and identify students' readiness, interests, and preparation to meet challenges that may lie ahead. Likewise, teachers will be empowered to design instruction critically on behalf of each student and each class. Because of an emphasis on personalized instruction, all students will come to know themselves as learners and will begin to apply their personal learning strategies

to increase their understandings. To demonstrate how learning profiles can aid in student learning, students will lead the final parent conference, to explain how they learn best and how they describe their learning for the academic year.

Response to Intervention: Riverview Charter School will use the Response to Intervention approach to address the needs of students in our school as well as to identify those children who require special education services. In Response to Intervention: Policy Considerations and Implementations, Response to Intervention (Rtl) is defined as “the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.” Rtl is a multi-tier model (typically three or four tiers) and at RCS will be a three-tier model. The tiers ensure that all students' needs are being met, and scientifically proven methods of intervention are used when these needs are not being met.

The Response to Intervention approach was created as a result of increasing concerns that the traditional system of identifying special needs students was no longer effective. In the mid- to late 1990s, several problems with the current system were identified. These included the deliberate separation of special education and regular education, a lack of documentation supporting the effect of programs on students with disabilities, interventions and instructions that were not scientifically based, an overrepresentation of some minority students in special education programs, and little emphasis on prevention and/or early intervention. Rtl is a

response to these concerns that is based on more than 40 years of research. Specifically, Deno's Data-Based Program Modification Model and Bergen's Behavioral Consultation Model significantly parallel current RtI practices. These models were developed in the late 1970s, and much of the current literature supports the major principles of these models. Also, federal legislation has been amended to support RtI as an extremely effective means to identify and successfully assist struggling students.

Environmental Stewardship: Riverview Charter School will integrate environmental stewardship into the daily curriculum. Riverview feels that is important to teach children about the unique gifts that the Low Country has to offer, and to use each child's curiosity for their surroundings as an avenue to deepen their understanding of the world around them. Riverview wants children to demonstrate knowledge and understanding of their environment and to understand how they can generate solutions and make positive changes as a group and as individuals.

Riverview will create partnerships with organizations and individuals throughout the area that will bring expert teaching to the classroom and create opportunities for students to observe and explore the world directly – on campus and throughout the Low Country. Students will become stewards of the land and their community, developing a sense of responsibility for improving the environment.

Riverview will be a 'green' school: defined by the U.S. Building Council as "a school building or facility that creates a healthy environment that is conducive to learning while saving energy, resources and money." In fact, green schools have been reported to improve test scores by up to 20% in some cases. Indoor pollutants have negative effects on the health of students and teachers, while light and air quality affects their capacity to learn and succeed. Promoting environmental stewardship as a school will serve as a great example to students, teachers, families and the community, and encourage them to embrace the need to adapt new habits that will protect our environment. South Carolina has recently adopted the No Child Left Inside (NCLI) initiative, which was spearheaded by the Low Country Experiential Education Program (LEEP). It focuses on helping children reconnect with the outdoors. Children are spending more and more time indoors playing video games and escaping from crime and safety concerns. The Duke University Child and Well-Being Index of 2007 stated that "(our) most disturbing finding is not violence or abductions, but that children's health has sunk to the lowest point in 30 years due largely to obesity."

At Riverview, students will utilize their outdoor classroom and develop the positive attitude towards the environment that is so critical at a young age. The Sierra Club points out that "children must develop a sense of respect and caring for the natural environment during their first few years of life or be at risk for never developing such attitudes. Positive interactions with the natural environment are an

important part of healthy child development, and these interactions enhance learning and the quality of life over the span of one's lifetime.”

The Whole Child: The Association for Supervision and Curriculum Development (ASCD) issued *The Learning Compact Redefined: A Call to Action* in a report of the commission of the whole child (2007). The message provides an impetus for educators, policymakers, parents, community leaders, and other stakeholders to change the conversations about learning. The ASCD Executive Director, Gene Carter, explains “If the whole child were truly at the center of every educational decision, we would create learning conditions that enable all children to develop all of their gifts and realize their fullest potential. We would enable children to reconnect to their communities and their own diverse learning resources, and we would deeply engage each child in learning. Finally, if the child were at the center, we would integrate all the ways children come to know the natural world, themselves, and one another, so that they can authentically take their place in creating a better future for all.”

Current educational policy and practice focuses solely on academic achievement; however, when communities, schools, and teachers work together, they can support the development of a child who is “healthy, knowledgeable, motivated, and engaged.” (ASCD 2007) Based on advances in learning science and instructional practice, ASCD urges schools and communities to be proactive by saying “They (students) need supportive environments that nurture their social,

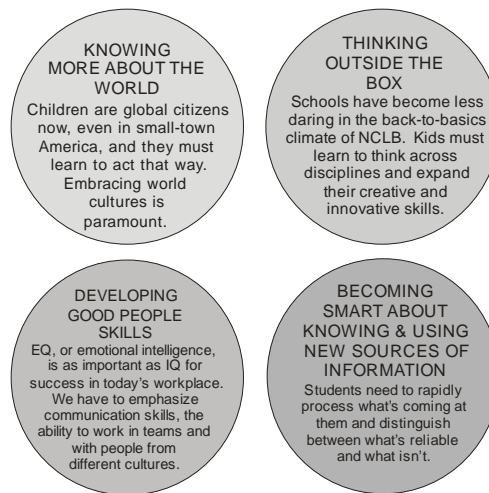
emotional, physical, ethical, civic, creative, and cognitive development.” Riverview Charter School intends to put children at the heart of its educational program and do its part to answer ASCD’s call in educating the whole child.

21st Century Interdisciplinary Themes: Part of the RCS mission is to prepare students for a global society. America’s educational system has lived through the agrarian age, the industrial age, the information age, and is now entering the “conceptual” age. In ASCD’s report of the commission of the whole child, it summarizes the conceptual age by saying, “We live in a global economy increasingly driven by consumer demand for customization and technology that facilitates both competition and collaboration across hemispheres and time zones. Today’s students must be prepared unlike any other generation before to think critically and analytically while acting with innovation and creativity.” (2007).

Today’s schools reflect the industrial and information age models, but, according to the Intellectual and Policy Foundations of the 21st Century Skills Framework (2007), schools must merge three themes—education and society, education and learning science, and education and learning tools—to form a new educational framework. In a report by the New Commission on the Skills of the American Workforce (2006), consensus between educators, business, and policy leaders led to one key finding, “We need to bring what we teach and how we teach into the 21st century.”

In TIME magazine's article *How to Bring Our Schools Out of the 20th Century* (2006), authors Claudia Wallis and Sonja Steptoe explain that today's economy not only demands high achievement in the traditional academic disciplines, but in the acquisition of 21st century skills. They summarize the research on 21st century skills into four themes: knowing more about the world, thinking outside the box, becoming smarter about new sources of information, and developing good people skills.

Riverview will integrate these interdisciplinary themes, also identified by The Partnership for 21st Century Skills, to promote an educational framework that reflects a well-balanced curriculum based on traditional core subjects and skills, taught through innovative methods, and supported with modern learning tools, processes and environments. In doing so, RCS strives to prepare each student for a global society.



Graphic adapted from How to Bring Our Schools Out of the 20th Century
(TIME, 2006).

Riverview's hands-on approach to instruction that emphasizes learning by doing, family and community involvement, and engaged citizenship, supports the State Board of Education and Beaufort County Schools' goals of reaching academic excellence.

c. If the school plans to offer the South Carolina State High School Diploma, describe the method for meeting the state requirements for the high school diploma.

Not Applicable.

d. Explain how the school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act

Riverview Charter School will comply with the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Furthermore, RCS will demonstrate adherence to the following legal principles, outlined in the above-mentioned legislation:

- zero reject of children with disabilities;
- individualized education program;
- free appropriate public education;
- least restrictive environment;
- due process and parental involvement; and
- nondiscriminatory evaluation.

i. Describe the school's procedure for identifying students with special needs, developing individualized education programs, and providing related and transition services.

Riverview Charter School will use the Response to Interventions approach to address the needs of students in our school as well as to identify those children who require special education services. In Response to Intervention: Policy Considerations and Implementations, Response to Intervention (hereafter referred to as Rtl) is defined as “the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.” (Batsche, Elliott, Graden, Grimes, Koveliski, Prasse, Reschly, Schrag, and Tilly, 5) When IDEA 2004 endorsed Rtl as an alternative to existing identification practices for students, many schools chose to adopt this method including the schools in Beaufort County. As RCS intends to operate within the local education agency of Beaufort County Schools, we believe it is important to use this approach as well.

Rtl is a multi-tier model (typically three or four tiers) and at RCS will specifically be a three tier model. Tier 1 is for all students and focuses on core instructional interventions. A research-based curriculum is used to gain acceptable levels of proficiency and instruction is differentiated to meet the range of student needs found in most classrooms. Students who are not making acceptable progress despite these efforts will be identified for Tier 2 interventions via the Student Intervention Team (SIT). (More information on SIT is found below.) Tier 2 consists of targeted group intervention with students working in smaller groups for specific periods of time. These interventions are short-termed and data is collected to

determine if the students are responding to these interventions. Students who fail to make meaningful progress despite these Tier 2 interventions are referred for more intensive interventions in Tier 3 and determination of eligibility for special education. Tier 3 interventions are more intensive and typically for longer terms than Tier 2.

RCS will have at least one special education teacher on staff who will also serve as an interventionist. This staff member's role will include assistance with determining appropriate, research based interventions to be implemented with students. This person will also be the provider of some interventions as deemed necessary by the Student Intervention Team and/or the administration of RCS.

Students who enroll at RCS with active Individualized Education Plans (IEP) will be automatically assigned to Tier 2 and Tier 3 interventions in the Response to Interventions model based on the specific requirements of the existing IEP. The Special Education/Interventionist on staff will assist with this placement.

One of the core principles of RtI is that we can effectively teach all children and that we therefore have a "responsibility to identify the curricular, instructional and environmental conditions that enable learning."(Batsche, Elliott, Graden, Grimes, Kovelski, Prasse, Reschly, Schrag, and Tilly, 19) This is a principle shared by RCS and one way we intend to do this is by creating Individual Learning Profiles (ILP) for all students who attend. Students at RCS who are not making adequate progress with the ILP and do not currently have an IEP may be referred by the teacher or parents to the school's Student Intervention Team (SIT). At a minimum, this team will consist of a representative of the school administration, the parent, the teacher, and

the special education consultant on staff. It will be the responsibility of the SIT to evaluate the student and make a plan to ensure student success. This plan will consist of 3 parts: assistance/interventions that the school will provide, actions the parents/legal guardians will take to ensure success, and actions the student will take to ensure success. Parents of a child referred to SIT will be notified in writing at least 10 days prior to the date that SIT will meet to discuss this child.

Using the Rtl model, students referred to SIT will have Tier 2 interventions that will be implemented and progress will be monitored and recorded. A student will be identified for special education services if a) the student has a significant skill deficit relative to peers, b) she/he is not showing a significant response to scientifically validated interventions, and c) she/he meets South Carolina State Eligibility Criteria.

Evaluations necessary for identification (psychological and other) will be conducted and evaluation procedures will be in accordance with federal regulations. Specifically, results will be based on more than a single procedure or assessment and tests will not be racially or culturally biased. Students will be assessed in all areas related to suspected disability, Prior to conducting any school initiated evaluation, RCS will request parental/guardian permission for the proposed action through written notification. Per IDEA guidelines, this notice will include, among other things deemed necessary, what is being proposed, reasons for proposals, evaluation procedures, and an explanation of parental rights and procedural safeguards. Following the evaluation, RCS will notify the parent(s)/guardian(s) that the evaluation has been completed.

If a student is found to be eligible for special education services, an Individual Education Plan (hereafter referred to as an “IEP”) will be developed by an IEP Team. The team will consist of: the regular education teacher, the special education teacher, the parent(s) or guardian(s) of the student, a representative of the school district who can commit resources, related services personnel where appropriate, and other individuals (at the discretion of the parent(s)/guardian(s) or RCS) who have knowledge or special expertise regarding the student.

The IEP team will determine appropriate services for the student including transition, assistive technology, and related support. Related services (occupational and physical therapy, orientation and mobility, speech therapy, etc.) will be provided by a third party. Riverview Charter School will take full advantage of services that may be shared or contracted through Beaufort County School District. These services will be highly individualized and appropriate to the setting.

The IEP will reflect the required elements including:

- A statement of the child’s present levels of educational performance including how the disability affects involvement and progress in the general curriculum;
- A statement of measurable annual goals, including benchmarks or short-term objectives;
- A statement of the special education and related services and supplementary aids and services to be provided to the child with a statement of program modifications or supports for school personnel that will be provided for the child;

- An explanation of the extent, if any, to which the child will participate with non-disabled children in the regular classroom and other school activities;
- A statement of any individual modifications in the administration of statewide or district-wide assessments of student achievement that are needed for participation or a statement explaining why the child will not participate in these assessments and how the child will be assessed;
- The projected date for the beginning, frequency, location and duration of the services and modifications being provided;
- A statement of how the child's progress toward the annual goals will be measured and how the child's parents will be regularly informed at least as often as parents are informed of their non-disabled children's progress;
- Beginning at age 14, a statement of transition service needs of the child with a focus on the child's courses of study;
- Beginning at age 16, or younger if the IEP deems appropriate, a statement of transition services for the child including a statement of interagency responsibilities or needed linkages;
- Beginning at least one year before the child reaches the age of minority under state law, a statement that the child has been informed of his or her rights, if any, that will transfer to the child on reaching the age of majority.

ii. Describe how the school will implement special education requirements for students with disabilities, including the full range of services and placements that will be made available to those students.

As a public charter school, Riverview Charter School will comply with all federal and state laws regarding accommodations for students with impairments and will not discriminate against individuals who are believed to be handicapped. The school will adhere to the criteria for eligibility, reporting, and official records for accommodations in Section 504. Classroom buildings will be fully equipped to handle students with physical disabilities such as but not limited to visual and auditory impairment and mobility problems. Additionally, RCS will have at least one certified special education teacher on staff who will also serve as an interventionist.

The curriculum at Riverview Charter School aligns with the South Carolina Academic Achievement Standards and modifications will be made available to students with disabilities as needed. These modifications will be documented in the IEP. As much as possible and as is appropriate, services will be delivered in the regular classroom. However, the issue of least restrictive environment (LRE) will always be considered in placement decisions and a continuum of alternative placements, including inclusive classrooms, will also be available if deemed necessary.

An important component of the special education procedures at Riverview Charter School will be an emphasis on early intervention. According to the US Department of Education, there are three reasons for intervening early for children with special needs. These reasons are: to enhance the child's development, to provide support and assistance to the family, and to maximize the child's and family's benefit to society. There is significant research to suggest that the earlier a child is

identified as needing special education services, the greater the likelihood that the child will benefit from intervention strategies. Furthermore, early intervention has been shown to result in specific benefits for students. These benefits include: fewer special education services requirements later in life, reduced rates of grade retention, and in some cases being indistinguishable from nondisabled classmates years after intervention strategies are implemented.

Riverview Charter School believes in the importance of early intervention and will implement specific strategies to accomplish this. These include the use of universal screening measures for all students in kindergarten – eighth grade. These measures will include speech, hearing, and vision screenings and Measures of Academic Progress (MAP) for reading, math and writing. Other measures may be implemented if a need is determined during the continued planning phase. RCS will also place an emphasis on parent education in regards to early intervention and will work to provide appropriate and relevant information to parents as needed.

Riverview Charter School will offer significant staff development regarding Special Education so that we can ensure that individual needs of each student are met. Staff development will also be used to assure that students who may qualify for special education are identified in a timely manner, and that delivery of instruction in addition to other interactions are conducted appropriately and effectively. Specific topics for staff development might include: Keys to Early Intervention, training in the Response to Intervention model, and Strategies for Differentiation. Training regarding specific disabilities will be offered as the need arises.

iii. Describe how the school will implement transition services and how assisted technology needs will be addressed.

In accordance with IDEA, the IEP team will determine transitional services for students with disabilities at the age of 14. The IEP team will develop appropriate transitional needs with a focus on a child's course of study. These goals will be documented on the student's IEP and the IEP team will coordinate experiences and opportunities that will prepare students for post-school activities.

The need for assisted technology services or devices (e.g. an item, piece of equipment, or product used to increase, maintain, or improve functional capabilities of children with disabilities) will be determined during IEP meetings and listed on the IEP.

E. Student Assessment

1. STUDENT ACHIEVEMENT AND PROGRESS EVALUATIONS

Describe the school's plan for evaluating student achievement and student progress toward accomplishing the school's achievement standards at each grade level. Include state-mandated assessments and other assessments.

Riverview will have an ongoing assessment process with the results used in a timely and productive manner to address the needs of individual students and the school as a whole. Assessment results will be utilized in refining the curriculum, instructional strategies for individual students, professional development, budget decisions, and governance. Using multiple measures to assess students will allow teachers to design instruction critically on behalf of each student and each class, and thus personalize learning.

The stages of assessment will include diagnostic, formative, and summative. Diagnostic assessments provide indicators of a learner's aptitude and preparedness for a program of study and help to identify possible learning difficulties. They afford teachers with important planning data and may include strategies such as Measures of Academic Progress, learning profiles, and student self-assessments. Formative assessments are designed to give students feedback on their progress toward the development of knowledge, understanding, skills, and attitudes. They take place throughout the learning process and help teachers improve instruction and make modifications for individual students. Formative assessments might include evidence-based rubrics, oral presentations, papers, and portfolios. Summative assessments are usually carried out at the

end of a time period and measure a learner's progress, using evaluation methods such as tests, exhibitions, culminating projects, and portfolios.

Students attending Riverview will have a hands-on role in the assessment process. It is important for children to learn *how they learn* in order to increase understandings. Teachers will work with students to become metacognitively aware of their individual learning styles and processes and to empower students to become self-directed learners.

Types of assessments to be used at Riverview include:

- **Pre-testing:** Pre-tests assist the teacher in identifying what students know and provide benchmark data.
- **Measures of Academic Progress (MAP):** is an adaptive test that assesses students in math, reading, and writing for grades 2-8. MAP can be used as a diagnostic, formative, and summative assessment measure.
- **Student Self-Assessment:** Students set goals and track progress with teacher assistance. They reflect on their learning experiences to become more meta-cognitively aware of their individual learning process.
- **Learning Profiles:** a profile for each student will be created to determine what each child knows and how they learn best. It will be constructed based on a variety of research-based assessments such as learning style inventories, Measures of Academic Progress results, community and family reflections, student records, and teacher observations. It will allow

teachers to assess and identify students' readiness, interests, and preparation to meet challenges that may lie ahead.

- **Evidence Based Rubrics:** a tool developed by instructors, often with the help of students, to assess the performance of students. It lists the dimensions or tasks of the performance to be assessed, and the specific criteria used to evaluate each dimension. It is different from a simple checklist because it also describes gradations of quality for each dimension of the performance to be evaluated. By describing what each criterion looks like at various degrees of qualities, the instructor not only creates a framework for fair, objective grading, but also conveys expectations to the students.
- **Teacher observations, check lists, and anecdotal records:** provides data and insight into student learning processes.
- **Curriculum Related Tests:** includes traditional classroom tests such as multiple choice, short written responses, and essays. These tests will be tied to the academic standards where applicable.
- **Performance-Based Assessments:** a measure based on authentic tasks where students demonstrate their use of knowledge and skills.
- **Multi-Media Student Portfolios:** highlight authentic learning experiences, demonstrate students' growth and competencies, and involve the teacher, the student, and parents in the assessment process. Multi-media portfolios can include writing samples, artwork, audio files, video clips, goal setting,

self and teacher assessments, as well as many other processes and products. Levels of media used throughout the portfolio will depend on grade level.

The following table describes RCS’s plan for evaluating student progress toward accomplishing academic standards at each grade level. The list includes state mandated assessments as well as other optional assessments that may be utilized.

Grade	Stage of Assessment	Classroom or Standardized Assessment
Kindergarten	Diagnostic	Pre-testing/MAP Student Self-Assessment Learning Profiles
	Formative	Pre-Testing/MAP Student Self-Assessment Evidence-Based Rubrics Teacher observations, checklists, and anecdotal records Evidence-Based Assessments Student Portfolio
	Summative	MAP Student Self-Assessment Student Portfolio Curriculum-Related Tests Evidence-Based Assessments

Grade	Stage of Assessment	Classroom or Standardized Assessment
1st Grade	Diagnostic	Pre-testing/MAP Student Self-Assessment Learning Profiles
	Formative	Pre-Testing/MAP Student Self-Assessment Evidence-Based Rubrics Teacher observations, checklists, and anecdotal records Evidence-Based Assessments Student Portfolio
	Summative	MAP Student Self-Assessment Student Portfolio Curriculum-Related Tests Evidence-Based Assessments
2nd Grade	Diagnostic	Pre-testing/MAP Student Self-Assessment Learning Profiles
	Formative	MAP Student Self-Assessment Evidence-Based Rubrics Teacher observations, checklists, and anecdotal records Evidence-Based Assessments Student Portfolio
	Summative	MAP Student Self-Assessment Student Portfolio Curriculum-Related Tests Evidence-Based Assessments

Grade	Stage of Assessment	Classroom or Standardized Assessment
3rd Grade	Diagnostic	Pre-testing/MAP Student Self-Assessment Learning Profiles
	Formative	Pre-Testing/MAP Student Self-Assessment Evidence-Based Rubrics Teacher observations, checklists, and anecdotal records Evidence-Based Assessments Student Portfolio
	Summative	MAP Student Self-Assessment Student Portfolio Curriculum-Related Tests Evidence-Based Assessments Standardized Tests, including PACT
4th Grade	Diagnostic	Pre-testing/MAP Student Self-Assessment Learning Profiles
	Formative	MAP Student Self-Assessment Evidence-Based Rubrics Teacher observations, checklists, and anecdotal records Evidence-Based Assessments Student Portfolio
	Summative	MAP Student Self-Assessment Student Portfolio Curriculum-Related Tests Evidence-Based Assessments Standardized Tests, including PACT

Grade	Stage of Assessment	Classroom or Standardized Assessment
5th Grade	Diagnostic	Pre-testing/MAP Student Self-Assessment Learning Profiles
	Formative	Pre-Testing/MAP Student Self-Assessment Evidence-Based Rubrics Teacher observations, checklists, and anecdotal records Evidence-Based Assessments Student Portfolio
	Summative	MAP Student Self-Assessment Student Portfolio Curriculum-Related Tests Evidence-Based Assessments Standardized Tests, including PACT
6th Grade	Diagnostic	Pre-testing/MAP Student Self-Assessment Learning Profiles
	Formative	MAP Student Self-Assessment Evidence-Based Rubrics Teacher observations, checklists, and anecdotal records Evidence-Based Assessments Student Portfolio
	Summative	MAP Student Self-Assessment Student Portfolio Curriculum-Related Tests Evidence-Based Assessments Standardized Tests, including PACT

Grade	Stage of Assessment	Classroom or Standardized Assessment
7th Grade	Diagnostic	Pre-testing/MAP Student Self-Assessment Learning Profiles
	Formative	Pre-Testing/MAP Student Self-Assessment Evidence-Based Rubrics Teacher observations, checklists, and anecdotal records Evidence-Based Assessments Student Portfolio
	Summative	MAP Student Self-Assessment Student Portfolio Curriculum-Related Tests Evidence-Based Assessments Standardized Tests, including PACT
8th Grade	Diagnostic	Pre-testing/MAP Student Self-Assessment Learning Profiles
	Formative	MAP Student Self-Assessment Evidence-Based Rubrics Teacher observations, checklists, and anecdotal records Evidence-Based Assessments Student Portfolio
	Summative	MAP Student Self-Assessment Student Portfolio Curriculum-Related Tests Evidence-Based Assessments Standardized Tests, including PACT End of Course (for High School Courses, such as Algebra I)

2. PERFORMANCE GOALS TIMELINE

Provide a timeline for meeting the school's long-term performance goals.

Goal 1: To support academic excellence for all RCS students with meaningful and innovative learning opportunities that are designed to engage students and improve learning.

Objective 1.1: Each year, in years one through five of the charter, 100% of students who are not meeting the South Carolina Academic Standards during the school year will utilize available supports and resources until they are able to demonstrate developmentally appropriate gains, which will ensure that all students increase the skills and knowledge needed for further academic success.

Assessment 1.1: Student gains in achievement will be measured through benchmark assessments that will include:

- Measures of Academic Progress (MAP), which can be used as a diagnostic, formative, and summative assessment for math, reading, and writing
- Performance-based assessments
- Evidence-based rubrics
- Teacher checklists, observations, and anecdotal records
- South Carolina achievement measures
- Multi-media Portfolios

Objective 1.2: Each year, in years one through five of the charter, 100% of Riverview students will demonstrate an increased use of individual learning strategies to support academic excellence, and narrow the achievement gap.

Assessment 1.2:

- In the fall, students will confer with the teacher to discuss learning profiles, individual learning strategies, and study skills that will help the students' meet their educational goals.
- Individual learning strategies and study skills will be measured periodically throughout the year with evidence-based rubrics designed for each child depending on their strengths, learning styles, and needs.
- Students will share individual learning strategies that helped them progress as a learner at their summative portfolio conference with their families and teachers.

Objective 1.3: Each year, in years one through five of the charter, 100% of teachers will create innovative, research-based learning experiences designed to engage students and improve student learning.

Assessment 1.3:

- Periodically throughout the year, quality of instruction will be measured, informally and formally, through administrator and peer evaluations using evidence-based rubrics.
- Administrators and teachers will analyze the assessments to determine the level of support needed to assist each teacher in providing quality instruction

Goal 2: Riverview Charter School will assist South Carolina in reaching academic excellence, as evidenced by ratings on the South Carolina Education Oversight Committee (E.O.C.) School Report Cards.

Objective 2.1: Each Spring, in years one through five of the charter, Riverview Charter School will obtain an Absolute Rating of “Average” or higher on E.O.C. School Report Cards.

Objective 2.2: Each Spring, in years one through five of the charter, Riverview Charter School will obtain an Improvement Rating of “Average” or higher on E.O.C. School Report Cards.

Assessment 2.1 and 2.2:

- After Riverview establishes baseline data in year one, Riverview will maintain or increase Absolute Ratings and Improvement Ratings in years one through five of the charter by implementing a strong educational program aimed at helping all students meet their academic potential. If the data indicate that Riverview is not meeting objectives 2.1 and 2.2, Riverview will assess the educational program and modify as necessary.

Goal 3: Riverview will educate the whole child and prepare students to become personally and socially, responsible, engaged citizens.

Objective 3.1: Each year, in years one through five of the charter, 100% of students will demonstrate developmentally appropriate gains in social and emotional learning.

Assessment 3.1:

- At the beginning of each school year, teachers will observe and complete anecdotal records of students' diagnostic social and emotional skills.
- At the beginning of each school year, each student will confer with the teacher to discuss the student's social and emotional skills and set goals to improve.
- Individual social and emotional gains will be measured periodically throughout the year with teacher observation, anecdotal records, checklists, and evidence-based rubrics designed by educators trained in social and emotional learning.
- Students and teachers will share student gains in social and emotional skill development at the summative portfolio conference.

Objective 3.2: Each year, in years one through five of the charter, Riverview students will demonstrate developmentally appropriate gains in wellness and physical fitness.

Assessment 3.2:

- Each fall and spring, students will be screened for wellness and fitness levels using the FITNESSGRAM & ACTIVITYGRAM measures.
- Those students identified as at risk will show improvement after participation in the RCS curriculum. Students initially identified as within normal limits of physical fitness will maintain or improve fitness after participation in the RCS curriculum.

Goal 4: Riverview will prepare students for a global society.

Objective 4.1: Each year, in years one through five of the charter, 100% of RCS students will demonstrate developmentally appropriate gains in 21st century skill development.

Assessment 4.1: Gains in 21st Century skills will be measured periodically throughout the school year using:

- Performance-based assessments
- Teacher checklists, observations, and anecdotal records
- Evidence-based rubrics
- Mult-media Portfolios

Include documentation that the expected yearly progress will meet or exceed the expectation of adequate yearly progress as established in No Child Left Behind.

According to the requirements of the No Child Left Behind Act (NCLB), one hundred (100) percent of students will be proficient in reading and math by the year 2013-2014. In order to meet that goal, South Carolina students, including Riverview students, are expected to meet Adequate Yearly Progress (AYP) objectives consistent with the AYP Objectives for South Carolina Public Schools published in the Consolidated State Application Accountability Workbook. Thus, RCS is required to meet the following measurable annual objectives on state-mandated tests of accountability:

School Year	English Language Arts	Mathematics
Year 1: 2008 - 2009	58.8% Proficient	57.8% Proficient
Year 2: 2009 - 2010	58.8% Proficient	57.8% Proficient
Year 3: 2010 - 2011	79.4% Proficient	79.4% Proficient
Year 4: 2011 - 2012	79.4% Proficient	79.4% Proficient
Year 5: 2012 - 2013	100% Proficient	100% Proficient

The Charter Committee recognizes that effective classroom instruction rests on continuous assessment of the instructional program. The school will design its assessment program to compare student progress with the goals and objectives established by the RCS charter. The administration will consider a variety of evaluation instruments and techniques when selecting the means of evaluating different methods and programs. The Director will submit an annual report to the board, when elected, stating the strengths and weaknesses of Riverview's instructional program. Action plans for improvement will be a part of the report. Evaluations will be based upon state annual accountability report, EOC/EAA school report card, EAA strategic plan updates, and Riverview's goals and objectives noted herein.

3. ACADEMIC ASSISTANCE

Describe the procedures to address the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program.

A key element of the RCS mission is to foster a small, nurturing learning community where students, families, educators, and community members come together to actively participate in the educational process. This environment, where teachers and staff know each child well and can focus on individual's gifts, talents, and special needs, is a fundamental component in reaching our goals and carrying out the vision of the school. This intimate environment, where children are connected to their school, will create a safe place for them—physically, socially, emotionally, and cognitively.

This proactive approach is intentional. Research shows that early intervention can drastically help students reach developmentally appropriate benchmarks. RCS is dedicated to addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program or in the summative assessments they participate in at Riverview. The level of proficiency the school will use to determine the need for assistance will be set by the grade-level assessments as designated by the state of South Carolina. Therefore, any student working below grade level at Riverview will receive academic assistance.

The educational plan for Riverview is designed to personalize instruction and help all students succeed. By using a hands-on, experiential approach, research-based instructional methods and assessments, State Academic Standards interwoven with 21st century skills, all within a small and intimate setting, Riverview will strive to intervene early and meet students' needs. RCS's comprehensive assessment

program will provide teachers and administrative staff with the ongoing data to best serve RCS students.

When students do not perform at acceptable levels, an academic plan will be created, as required by No Child Left Behind. In addition, our Response to Intervention model, explained in detail earlier in the application (section 4.d.), will equip teachers and students with the individual strategies and interventions to help each student at risk reach their potential. To be developmentally responsive and improve student learning, Riverview will engage administrators, families, mentors, community members, volunteers, and community partners to work together to identify the supports, instructional strategies, and resources needed to ensure each child is successful.

F. Budget and Accounting System

1. ANNUAL BUDGET

Provide a budget for each year of the term of the charter.

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

a. REVENUES:

Revenue account codes used in the attached budget are in accordance with the South Carolina Department of Education (hereafter referred to as "SDE") *Financial Accounting Handbook* for South Carolina school districts. Documentation from the SDE of estimated revenues for the Beaufort County School District (hereafter referred to as "BCSD"), in accordance with the allocations in Section 59-40-140 (A)-(C) of the S.C. Code Ann., is in Appendix F. Our revenues do include funds acquired through grants – specifically the Federal Public Charter School Program (*Planning and Implementation Grant*). See Appendix F for the grant award.

b. EXPENDITURES

Provide information of anticipated expenditures, including all costs associated with initial implementation and continued operation, including instructional and support costs for salaries, employee benefits, purchased services, supplies and capital outlay.

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

c. BUDGET AND ACCOUNTING MANAGEMENT

Explain who will be managing the budgeting/accounting function for the charter school.

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

*Bill Moser
Director of Development
Kelley-Moser Consulting, LLC
150 Harbor Glen Drive
Lexington, SC 29072
803-808-0338 (Office)
803-227-9421 (Mobile)
bill@kelley-moser.com*

2. ANNUAL AUDIT

Describe the annual audit of the financial and administrative operations of the school.

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

3. PUPIL ACCOUNTING SYSTEM

Provide documentation regarding the pupil accounting system, including evidence that the school will adhere to the procedures and regulations that are applied to public schools operating in South Carolina.

In accordance with the guidelines set forth by the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*, Riverview will adhere to the reporting procedures, policies, and regulations that apply to all

public schools in South Carolina. Reports will be maintained and filed according to district, state, and federal requirements.

4. NEGOTIATED SERVICES DOCUMENTATION

Provide documentation of any negotiated services provided by the local school district.

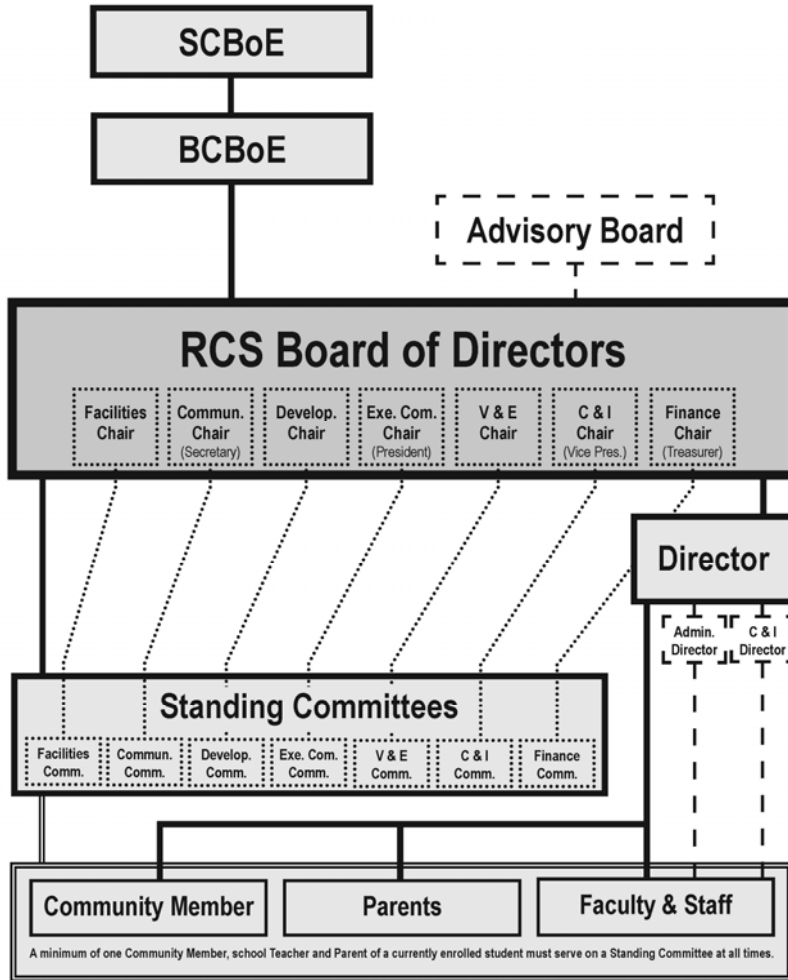
Currently we have not negotiated any services with the BCSD or any other outside vendor. The Charter Committee is currently researching options (in-house, out-sourcing) for fiscal services, food services, custodial services, maintenance, curriculum, library and media services, pupil transportation services,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

G. Governance and Operation

1. NON-PROFIT CORPORATE STATUS

Include a copy of the articles of incorporation and bylaws.

Riverview Charter School is organized as a South Carolina non-profit corporation through the South Carolina Secretary of State's office. Copies of the Certificate of Incorporation and bylaws are included with this application in Appendix G.



2. GOVERNING BOARD

During the planning stage, the applicants convened a Charter Committee as well as advisory committees, consisting of teachers, parents and community members with various background experiences to govern and manage the charter school through the application process. The Charter Committee will act as Riverview's governing body through the planning year of implementation and until such time that a Board of Directors can be elected in December 2009 by the parent

body and employees of Riverview Charter School, in compliance with Section 59-40-50 of the South Carolina Charter Schools Act 1996 (hereafter sometimes referred to as “SCCSA”).

- a. Describe the election process of the governing board. Include when elections will occur and the voting procedures. The procedures should provide that parents or legal guardians shall have one vote for each student enrolled in the school.*

Riverview Charter School’s Charter Committee believes that membership on the school’s Board of Directors represents a challenging responsibility. Members of the Board should be fully aware of and prepared to accept the significant responsibility of membership. To that end, the Charter Committee has developed an elections procedure, in compliance with the SCCSA (1996), to conduct annual elections that ensure all employees of the charter school and all parents or guardians of enrolled students have a voice in the election of the school’s Board and a role in the continued governance of the school.

In September of each year, a Nominating Committee consisting of two (2) parents of enrolled students, two (2) faculty members of the school and three (3) community members will be selected by the school Director. The current President of the Board of Directors will also be a non-voting advisor to the Nominating Committee.

On the first Monday of October each year, the Nominating Committee will convene a public Pre-Election Meeting and invite all employees, parents of enrolled

students and interested community members to attend. The purpose of this meeting will be to explain the Board elections process, clarify who is eligible for Board membership, distribute nominating packets (samples of documents similar to those that will be included in Riverview's nominating packets are included in Appendix G) and accept written nominations for candidates. Nominating packets will continue to be made available through the school's office. Additionally, written nominations for candidates who may be either parents of enrolled students or interested members of the community at large will be accepted for one month after the Pre-Election Meeting.

Individuals nominated for Board membership will be contacted by a member of the Nominating Committee to ensure that they have a thorough understanding of the Board's responsibilities, as well as individual member responsibilities, and are willing to serve.

Upon commencement of acceptance of written nominations, the Nominating Committee will be charged with evaluating the nominees and preparing a slate of candidates that is in compliance with SCCSA (1996) and Riverview Charter School's bylaws. Consideration will be given to each candidate's individual background and experiences as well as to the slate as a whole, to ensure that the final ballot includes: (a) candidates with an unwavering belief in the vision and mission of Riverview; (b) a minimum of seven (7) and maximum of eleven (11) members in compliance with RCS bylaws; (c) no candidate that has been convicted of a felony under state or

federal law or of any other crimes related to elections and voting in compliance with constitutional and statutory provisions.

A final ballot will be composed and include three voting options: (a) approval of the slate as presented, including the names and relevant expertise of the proposed nominees; (b) approval of the slate as amended, in which voters will be able to amend the ballot by writing in the name(s) of any candidate(s) of their choice; (c) a blank write-in ballot in which voters will be able to write in the names of any candidate(s) of their choice. Additionally ballots will clearly indicate: (a) the mailing address that they must be returned to and the date they must be received by in order to be counted towards the election; (b) the location of ballot box(s) where ballots may be placed; (c) the date, place and time that votes may be cast on site at the school.

Ballots will be mailed to the mailing address of record of each student of the school, and one vote will be allowed for each enrolled student. Parents and guardians within each family will determine who will cast that vote. Additionally, one vote will be given to each employee of the school, in compliance with Section 59-40-50 (B) of the SCCSA (1996)

Ballots will be opened and tallied by the Nominating Committee at a specially convened public meeting no later than December 31st of each year. The results will be announced at that meeting as well as publicized through the school's newsletter and website, a local press release, as well as an official letter from the school to all parents and employees. The newly elected Board of Directors will convene its first

meeting on the second Monday of January each year, in compliance with Riverview's bylaws.

b. Describe the authority of the governing board to develop policies and make decisions.

Riverview Charter School's Board of Directors will be responsible for governing, not managing, the school. Board members will ensure that Riverview's academic programs are consistent with the school's mission and are successful in educating all students, and that school funds are properly managed and accounted for. Board members will also develop and evaluate school policies to ensure that they are lawful, fair, and provide appropriate protection and opportunity for everyone involved with the school.

The Board will retain ultimate authority with regard, but not limited to:

- Employing and contracting with teachers and non-teaching employees;
- Ensuring that all certified personnel and non-certified teachers, including volunteers, undergo all lawful background checks and other investigations before being employed or allowed to volunteer at the school;
- Contracting for services, including but not limited to legal, accounting, auditing, transportation and food service;
- Developing pay scales, performance criteria and discharge policies for its employees, including the school Director;

- Deciding all other matters related to the operation of the school including budgeting, curriculum and operating procedures;
- Ensuring that the school will adhere to the same health, safety, civil and disability rights and requirements as are applied to all public schools operating within Beaufort County;
- Conducting a lottery for admissions, if required (see Section B. Admissions, Policies and Procedures for additional information regarding lotteries);
- Ensuring that the administration, faculty and staff are trained in the unique methods of teaching and assessment of achievement outlined in this application prior to classes commencing in August 2009;
- Developing and aggressively implementing a series of fundraising campaigns to ensure continued financial sustainability for the school;
- Purchasing of curriculum, materials and teacher training resources;
- Ensuring that Riverview meets or exceeds the same minimum student attendance requirements as are applied to all public schools;
- Adhere to the same financial audits, audit procedures and audit requirements as are applied to all public schools;
- Successfully completing an orientation program on leadership as sponsored by the South Carolina Department of Education within one (1) year of taking office;
- Appeal to the Sponsor with regard to any material revisions of the terms of the charter, with the understanding that the revisions may only be made with the approval of both parties;
- Establish or dissolve ad-hoc committees to deal with specific issues or tasks outside of the Standing Committee responsibilities, as deemed necessary.

In addition, Board members will:

- Be trustees of the values, principles and monies of Riverview Charter School, with an unwavering belief in the Vision and Mission;
- Have a clear understanding of the charter promises and other lawful obligations;
- Have clarity with regard to the roles and responsibilities of the Board, individual Board members, Standing Committees, the school Director, the faculty and the Sponsor;
- Recruit, hire, support, and evaluate the performance of the school's Director;
- Ensure effective planning and policy-making;
- Ensure adequate resources;
- Effectively manage the school's resources;
- Determine, monitor, and strengthen the school's programs and services;
- Enhance Riverview's public standing;
- Ensure legal and ethical integrity;
- Maintain accountability to the students, parents, faculty, community and Sponsor;
- Be results oriented.

Individual members of the Board will be responsible for actively participating in the work of the Board and the life of the school. Each member will be expected to:

- Believe in and be an active advocate and ambassador for the values, mission and vision of Riverview Charter School;

- Work with fellow Board members to fulfill the obligations of the Board;
- Behave in a way that clearly contributes to the effective operations of the Board;
- Regularly prepare for and attend Board and Standing Committee meetings;
- Keep informed about the school and its issues;
- Actively participate in the majority of fundraising events annually;
- Inform the board of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation;
- Serve as the Chair for a Standing Committee.

c. Provide evidence that the school and its governing body will comply with the Freedom of Information Act, specifically addressing policies regarding student records, administrative records, and meetings.

Riverview Charter School will comply fully with Title 30, Chapter 4 of the South Carolina Freedom of Information Act (hereafter sometimes referred to as FOIA). Meetings of the Board of Directors will be held at least eleven (11) times a year and conducted by the Board of Directors in accordance with all provisions of the current law and any amendments as they may be enacted. Only those matters prescribed in Section 30-4-70 of FOIA will be discussed in executive session. A copy of a previous press release and posted Agenda for a Charter Committee meeting is included in Appendix G.

Additionally, Riverview will adhere to the Family Education Rights and Privacy Act by respecting the purpose of privacy regulations which include: (a) assuring consumer control over student information; (b) setting boundaries on the use and disclosure of student records, and (c) establishing appropriate safeguards to protect privacy of student information. All student records will be secured on the premises of the school or at a site approved for their storage by the Board.

3. ADMINISTRATIVE STRUCTURE

Describe the administrative structure of the charter school, including the roles and responsibilities of each administrative staff member.

DIRECTOR OF THE SCHOOL:

Riverview Charter School's Director will inspire, lead, guide and direct every member of the instructional and support services team in setting and achieving the highest standards of excellence, so that each individual student enrolled in the school may have a complete, valuable, meaningful and personally rewarding education.

The Director's performance will be supervised and evaluated by the Board of Directors. The Board will delegate its authority to the Director to execute approved

policies as well as manage the day-to-day activities of the school. In fulfillment of this leadership position the Director will:

- act with and promote integrity, fairness, trust, respect and professionalism;
- serve as liaison between the Board and the school;
- serve as the school's instructional leader, modeling and implementing curricula based on "best practices" that are aligned with standards of the South Carolina State Department of Education and Riverview's mission and educational philosophy;
- oversee assessment processes that monitor student learning and drive ongoing curricular and instructional design;
- recommend policies, guidelines and procedures for Board consideration and adoption;
- carry out the policies, guidelines and procedures approved by the Board;
- prepare the annual budget, with Standing Committee input and for Board approval;
- prepare school, district, state and federal reports as necessary;
- practice relevant fiscal management;
- plan and implement the master schedule in collaboration with the faculty and staff;
- ensure that accurate and current student and personnel records are maintained;
- oversee all personnel background checks and other lawful investigations as required by law;

- recruit, orient and retain the quality staff that is required to provide proper instructional and support resources for the operation of the school program;
- plan, lead and actively participate in the school's professional development activities in collaboration with the faculty and staff;
- evaluate faculty and staff, conducting observations of the instructional process and programs;
- maintain a safe, orderly and engaging instructional environment;
- allocate organizational resources including funds, people, space, supplies, and time to maximize the attainment of the school's goals and objectives;
- facilitate the school's public relations efforts and initiatives;
- develop, implement and maintain a network of informational contacts within the community for the benefit of the school's programs and services;
- perform other duties as requested by the Board.

ASSOCIATE DIRECTOR(S):

During the initial years of operation, Riverview does not intend to employ either a full-time Curriculum Director or Administrative Director; however, it may seek to fill these positions on a part-time or consultant basis. When Riverview fills these positions on a full-time basis, these employees will work directly with and for the school Director.

4. PARENTAL, COMMUNITY AND EDUCATOR INVOLVEMENT

Describe the nature and extent of parental, community, and professional educator involvement in the governance and operation of the school.

In an effort to broaden the input and generate as many possible avenues for parents, teachers and community members to invest in the development, activities and governance of Riverview Charter School, Standing Committees will be convened to advise and make recommendations to the Board pertaining to school policies and activities. The committees that have been identified and convened to date are: Executive, Academic Excellence, Finance, Communications, Fund Development, Facilities and Volunteer and Enrichment Programs. Each member of the Board will serve as Chair to one committee. Committees will be comprised of a minimum of one parent of an enrolled student, one educator that is an employee of Riverview and one community member. Additionally, the school Director may participate on any committee as a non-voting member. Membership on a Standing Committee will be at the discretion of the Chair of that committee.

Due to the unique role that Standing Committees will have in serving as advisors the Board, members will go through a training seminar to ensure that each member has a clear understanding of the charter promises and other lawful obligations, as well as clarity with regard to the appropriate roles and responsibilities of the Board, the school Director and the faculty as well as the responsibilities of each Standing Committee and its members. Additionally, each committee member will receive instruction as to the appropriate procedures regarding committee

recommendations to the Board which must be submitted to the school Director for a recommendation in advance of Board discussion or action.

During the planning stage, Riverview's Charter Committee has already organized itself in this model and has been governing and managing this way through the charter drafting process. The following is a list of current Charter Committee members, organized by Standing Committee, (See *C. Support for the Charter School* for bio's and relevant experience) who have contributed at every level of the process, including the drafting of this application:

Executive Committee: Alison Thomas (Chair/Parent)

Teachers/Administrators:

Vicki Liggit, Molly Kingma, Glenn Reilly, Suky Reilly, Dr. Eileen Williams

Parents: Alycia Tullos, Josephine Willis

Community Member: Diane Rimmer

Academic Excellence: AnnMarie Bowden (Chair/Teacher/Parent)

Teachers/Administrators:

James Crawford, Mary Foster, Julie LaGrone, Johnnie Walker, Sue Waterman,
Barbara Westcott, Dr. Eileen Williams

Parents: Mary Foster, Julie LaGrone

Community Member: Diane Voge

Finance: Todd Hall (Chair/Parent)

Teacher: Glenn Reilly

Parents: Todd Hall

Community Members: John Chase, Bill Moser

Communications: Geri Kinton (Chair/Parent)

Teacher: Lindsay Ward

Parent: Beth Pratt , Evy Trask, Kendra Twitty
Community Member: Jennifer Drugge

Fund Development: Jody Hayward (Chair/Parent)

Teacher: Pat Stover, Barbara Westcott

Parents: Ryan Christian, Mandie Drye, Julie Mussleman, Alycia Tullos

Community Members:

John Chase, Jennifer Drugge, Jeffrey Rochlis, Dan Stover, Peggy Wilson

Facilities: Mallory Baches (Chair/Parent)

Teacher: AnnMarie Bowden

Parents: Brad Bowden, Eric Brown, Marc Hayward

Community Members: Patrick Kelly, Robert Turner

Volunteer and Enrichment Activities: Mary Foster (Chair/Parent)

Teachers: A.K. Harper, Kimberly McGuire

Parents: Evy Trask, Mary Winburn, Kimberly McGuire, Jennifer McKnight

Community Member: Francis Likis

Additional opportunities for families, educators, school employees and members of the community to participate in the governance of the school will include, but not necessarily be limited to:

- participation on the Nominating Committee for members of the Board;
- serving as a member of the Board of Directors; and
- voting in Board elections

A goal of Riverview's Charter Committee is for the community to bring their wealth of knowledge and talents directly to the betterment of the students.

Consequently, each community member, business partner and family will be viewed as a resource for the educational experience and will be encouraged to share their careers, talents, expertise, abilities, time and ideas with the students, faculty, administration and Board. Strategies to foster and develop these relationships include, but are not limited to:

- identifying, contacting and collaborating with community organizations for mutual benefit on Service Learning projects (See Appendix G for a list of organizations that the Charter Committee contacted to date and Appendix G for samples of partnership letters – additional letters available upon request);
- participation in career awareness and career education activities;
- fundraising partnerships and the donation of goods and services;
- volunteering at the school through participation in school programs including fundraising events, mentoring and tutoring programs;
- providing feedback on Perception Surveys.

Riverview's Charter Committee believes that ongoing family involvement in school activities, as well as direct participation in student educational programs, is a critical component in helping cultivate a partnership that is family friendly and significantly enhances the educational experience for all students. By choosing to send their children to Riverview, families will subsequently be expected to embrace the mission of the school and contribute towards its betterment in some capacity. Unique opportunities for families to participate directly in the educational experience include but are not limited to:

- attending bi-annual parent, student, teacher conferences and contributing to the assessment of their child's academic, social, and emotional growth;
- contributing to the development of their child's learning profile;
- attending workshops designed to inform families on curriculum, instruction, assessment, as well as demonstrate how families can actively take part in their child's learning experience and support Riverview in its mission;
- attending school functions to become part of the school community;
- assisting teachers in the classroom, lunchroom, playground, special projects and events, Service Learning, and field trips.

~~Additionally, as part of the enrollment process, each family will be encouraged to sign a Riverview Family Contract which will outline additional ways that families can assist the school and their children in achieving excellence.~~

H. Administrative and Teaching Staff

The charter school will employ administrators and teachers in a manner consistent with the South Carolina Charter Schools Act of 1996 and the No Child Left Behind Act of 2002.

1. ADMINISTRATIVE STAFF

Provide the qualifications and/or vita of each administrative position.

SCHOOL DIRECTOR (PRINCIPAL)

Riverview will employ one administrator who will hold current SC certification in administration or at least one year of experience in the field of school based administration. If Riverview hires an administrator that holds certification from another state, but does not hold current SC certification, the administrator will complete all necessary courses the SC Department of Education requires within ninety days of accepting employment. Riverview has not identified nor promised employment to any future administrative or staff members.

GUIDANCE COUNSELOR

The Director will assign appropriate responsibilities to the Guidance Counselor, including those mandated by state laws, to promote student achievement. The SC Guidance Framework will serve as a reference for framing the guidance counselor’s roles.

2. TEACHERS

a. Provide a list of anticipated teaching positions including the grades and content area of instruction

Year 1:	Number of positions	FTE points
<i>Kindergarten - 5th Grade Teachers</i>	12	1
<i>Kindergarten Aides</i>	2	1
<i>1st Grade Aide</i>	1	1
<i>Arts Education Teacher</i>	1	.5
<i>Physical Education Teacher</i>	1	.5
<i>World Language Teachers</i>	2	.5
<i>Music Teacher</i>	1	.5
<i>Special Education Teacher</i>	1	1
<i>Guidance Counselor</i>	1	.5
<i>Instructional Technology Support</i>	1	.5
Total:	16	1 point
	7	.5 point

b. The qualifications/certifications that will be required of teachers

In accordance with South Carolina Charter Schools Act of 1996 and No Child Left Behind Act of 2002, Riverview will employ teachers who are certified and highly

qualified, experienced, or hold a baccalaureate degree or graduate degree in the core academic area they teach. Teachers with elementary certification may teach in any academic area and in any grades allowable by the status of their certification. Content certification, NBCT status, and specialized degrees or training are preferred. At least 75% of all teachers will be certified. Each certified teacher must hold current certification by the State of South Carolina.

In accordance with South Carolina Charter Schools Act of 1996 our non certified teachers will be appropriately qualified for the subject matter taught and have completed at least one year of study at an accredited college or university and meet the qualifications outlined in Section 59-25-115 and 59-27-10 of the S.C. Code Ann.

c. Provisions for special education teachers to be certified in each of the areas of disability for students needing special education

Special education teachers will have certification consistent with the state regulations depending on the specific needs of children to be served. Student needs and staffing requirements will be reviewed annually and will be in compliance with all state and federal laws. At least one teacher will hold special education certification. Riverview may contract with other agencies in order to provide the full range of necessary services for any and all children with special needs.

I. Racial Composition

1. RACIAL COMPOSITION

Indicate the racial composition of the school district and the racial composition of the student population the school intends to target.

According to the Beaufort County School's district website, the racial composition of Beaufort County public schools in 2007 was 45.7% White, 37.4% African-American, 14.8% Hispanic and 2.1% Other. The Charter Committee has, and will continue to, solicit applications from kindergarten through 8th grade students in all attendance areas and from all socioeconomic groups to ensure that the enrollment of Riverview is similar to the racial composition of the school district and does not vary by more than twenty (20) percent in compliance with Sections 59-40-50 (B) and 59-40-70 (D) of the SCCSA (1996).

2. POLICIES AND PROCEDURES

Describe the policies and procedures for recruiting students.

In order for Riverview to achieve its mission of "preparing each student for a global society", the Charter Committee feels it is imperative that its students learn with and from individuals of diverse social, economic and cultural backgrounds. As a

result, the Charter Committee is committed to a diverse student body, faculty and administration and will recruit, enroll and admit students, as well hire teachers and administrators, without regard to race, religion, gender, natural origin, ancestry, disability, or need for special education services. In addition, Riverview will utilize methods and strategies of community outreach to ensure that families of *all* students as well as educators and administrators are aware of the charter school's opportunities and have an equal opportunity to enroll, teach and participate in the school's activities.

For example, in advance of submitting this application Riverview's Charter Committee spoke to civic groups, met with church and community leaders, supplied information through multiple media outlets, a website and USPS mail, as well as hosted the following Community Meetings throughout Beaufort County:

<i>Saturday, April 5</i>	<i>10:30 AM</i>	<i>Burton Wells Park 64 Burton Wells Road, 29906</i>
<i>Tuesday, April 8</i>	<i>6:00 PM</i>	<i>Wachovia Bank 3rd floor 1102 Bay Street, 29902</i>
<i>Monday, April 14</i>	<i>12:00 PM</i>	<i>Port Royal Town Council Chambers 700 Paris Island, 29935</i>
<i>Monday, April 21</i>	<i>6:00 PM</i>	<i>Celadon Activity Center 62 Celadon Drive, Lady's Island, 29907</i>
<i>Thursday, April 24</i>	<i>6:00 PM</i>	<i>Bluffton Library 120 Palmetto Way, 29910</i>
<i>Friday, May 2*</i>	<i>7:30 AM</i>	<i>Lowcountry Rotary Meeting at Golden Corral 122 Robert Smalls Parkway, 29906</i>
<i>Tuesday, May 6*</i>	<i>7:00 PM</i>	<i>Dr. & Mrs. Donald J. Christian's home 12 Riverfront Place, 29902</i>
<i>Tuesday, May 13</i>	<i>6:00 PM</i>	<i>Hilton Garden Inn 1500 Queen Street, 29902</i>
<i>Monday, May 19</i>	<i>6:00 PM</i>	<i>Burton Wells Park 64 Burton Wells Road, 29906</i>
<i>Thursday, May 22*</i>	<i>12:00 PM</i>	<i>Beaufort Exchange Club Meeting at Golden Corral 122 Robert Smalls Parkway, 29906</i>

<i>Saturday, May 24</i>	<i>10:30 AM</i>	<i>Boys & Girls Club 1100 Boundary Street, 29902</i>
<i>Tuesday, May 27*</i>	<i>7:30 AM</i>	<i>ZONTA Club Meeting at Pizza Inn 2121 Boundary Street, 29902</i>
<i>Tuesday, May 27*</i>	<i>12:00 PM</i>	<i>Beaufort County Realtors Association 22 Kemmerlin Lane, 29907</i>
<i>Thursday, May 29*</i>	<i>7:30 AM</i>	<i>Beaufort Kiwanis Club at Golden Corral 122 Robert Smalls Parkway, 29906</i>
<i>Sunday, June 1*</i>	<i>1:00 PM</i>	<i>Horse Pond Baptist Church 28 Poppy Hill Circle, Gray's Hill, 29906</i>
<i>Friday, June 6* (T)</i>	<i>5:30 PM</i>	<i>Marine Corp Air Station Lassiter Theatre, Bldg 597, 29906</i>
<i>Monday, June 16</i>	<i>7:00 PM</i>	<i>Palmetto Electric Co-op 111 Matthews Drive, Hilton Head Island, 29925</i>
<i>Monday, June 23</i>	<i>6:00 PM</i>	<i>Penn Center, Darrah Hall Dr. Martin Luther King Drive, St. Helena Island, 29920</i>
<i>Tuesday, July 8* (T)</i>	<i>5:30 PM</i>	<i>"M" Retail Location 809 Bay Street, 29902</i>
<i>Friday, July 18 (T)</i>	<i>6:00 PM</i>	<i>Sports Academy Gymnastics Center 20 Maxine Way, 29906</i>
<i>Monday, July 21 (T)</i>	<i>5:30 PM</i>	<i>Best Western Sea Island Inn 1015 Bay Street, 29902</i>
<i>* Denotes Riverview Charter School's attendance by invitation</i>		
<i>(T) Denotes a tentatively scheduled future meeting</i>		

Because there are currently no charter schools operating in Beaufort County, the purpose of these meetings was and continues to be to educate the public about charter schools and the unique opportunities they afford all families, as well as to provide specifics pertaining to Riverview's mission and educational philosophy. (See Appendix C for the Community Meeting PowerPoint slide presentation and script.) The entire community was, and continues to be, invited to attend these public meetings. Information about the meetings was disseminated to the public through the following methods and strategies:

- Posters and flyers announcing community meeting dates/locations were posted and updated regularly in numerous locations across Beaufort County. (For a partial list of flyer and poster locations see Appendix I)
- Meeting schedules were published on the school's website at: www.RiverviewCharterSchool.org
- All posters, flyers and forms, including Letters of Support and Pre-Enrollment Applications were distributed in Spanish as well as English.

In addition, Riverview sent press releases, received press coverage, as well as purchased advertising in the local media as follows:

Articles and Letters to the Editor:

See Appendix I for copies

- February 28, 2008
***Beaufort Gazette:* Beaufort group looks to open county's first charter school**
- February 29, 2008

Beaufort Gazette: Group pushes charter school

- March 3, 2008

Beaufort Gazette: Charter school group wants a “community” feel

- March 21, 2008

Beaufort Gazette: Charter school group plans community meetings

- March 23, 2008

Beaufort Gazette: Here’s your chance to become educated in charter schools

- March 25, 2008

Beaufort Gazette: Charter school meetings set

- March 31, 2008

Beaufort Today: Riverview Charter School Community Meetings

- April 4, 2008

Beaufort Gazette: Charter school sets up board, meetings

- April 5, 2008

Beaufort Gazette: Charter school backers try to rustle up interest with series of meetings

- April 21, 2008

Bluffton Today: Charter school organizers will hold info session

- May 7, 2008

Beaufort Gazette: Charter school offers innovative program

- May 9, 2008

Beaufort Gazette: Charter school offers ‘village’ to educate kids

- May 31, 2008

Beaufort Gazette: Riverview charter school finds a home

- ∞ June 7, 2008

Beaufort Gazette: Charter school pulls in money, lays groundwork

Riverview Press Releases and Announcements were sent to:

See Appendix I for copies

- **PRINT:** Beaufort Gazette, Bluffton Breeze, Bluffton Today, Carolina Morning News, The Gullah Sentinel, Island Packet, Island Times, Savannah Morning News, Vida Latina, Hilton Head Monthly, Low Country Monthly, Low Country Weekly, Lady's Island News
- **TV:** WJCL-TV (ABC), WJWJ-TV (PBS), WSAV-TV (NBC), WTOG-TV (CBS), WTGS-TV (FOX)
- **RADIO:** WYKZ-FM 98.7 (The River-Beaufort), WGZO-FM 103.1 (The Drive-Parris Island), WGZR-FM 106.9 (My Country-Bluffton), WLOW-FM 107.9 (Port Royal), WQBT 94.1 (The Beat-Savannah), WHCJ 90.3 (Savannah State Univ.), WJWJ-FM 89.9 (NPR)

Paid Advertising:

- 4 issues of the Beaufort Gazette: May 5, 7, 8, 9, 2008
(See Appendix I for tear sheets)
- Main Street Beaufort's prominent downtown "Event Board"
Announced meeting dates/locations daily from May 5 through May 25.

Riverview's Charter Committee, and the subsequent Board of Directors, will continue to host Community Meetings on a regular basis during the upcoming implementation year as well as monthly during each year of operation. Information regarding Riverview's activities and upcoming meeting schedule will continue to be disseminated to the public through press releases to the media outlets listed above, as well as posted on the school's website.

In addition to hosting Community Meetings, Riverview's Charter Committee has initiated contact with the following community organizations and businesses, including several that promote the interests of minority groups, with the aim of establishing mutually beneficial community partnerships (See Appendix I for an example of a letter that Riverview sent the following organizations and businesses)

- Ace Basin
- American Association of University Women
- Arts Council of Beaufort County
- Beaufort Arts Association
- Beaufort County Open Land Trust
- Beaufort Memorial Hospital
- Black Chamber of Commerce
- Boys and Girls Club
- Burton Fire Department
- Burton-Wells Park (PALS)
- Friends of Hunting Island
- Fripp Island Audubon Club
- Habitat for Humanity
- Historic Beaufort Foundation
- Humane Society
- Hunting Island State Park
- Keep America Beautiful of Beaufort County

- League of Women Voters of Northern Beaufort County
- Literary Volunteers of the Lowcountry
- Lowcountry Estuarium
- Lowcountry Storytelling Guild
- Penn Center
- Port Royal Senior Center
- Publix
- Savannah College of Art and Design
- Technical College of the Lowcountry
- Thumbs Up!
- University of South Carolina Beaufort
- University of South Carolina Beaufort Performing Arts Center
- United States Marine Corp
- YMCA of Beaufort County
- ZONTA Club of Beaufort

3. DESEGREGATION PLAN OR ORDER

Include the documentation to ensure compliance with a desegregation plan or order.

At the time of this application, Riverview's Charter Committee has received a copy of a desegregation plan from the Beaufort County School District but has not received a response from the district as to whether the charter school, upon approval, will be subject to any or all portions of the plan. (See Appendix I for copies of correspondence that Riverview sent to the district regarding this matter, as well as a copy of the plan provided to Riverview from the district.)

If it is determined that the charter school is subject to this or any other desegregation plan or order, Riverview will fully comply with all requirements.

J. Transportation

1. TRANSPORTATION NEEDS

Describe how the school intends to meet the needs of its students.

Transportation will not be a barrier to attendance at Riverview; accordingly, we have appropriated funds in our budget (See Appendix F for *Five-Year Projected Budget*) for contingency transportation requirements.

Riverview is currently investigating all transportation options. The school will coordinate with the parents in establishing a carpool system to ensure that students are transported to and from school on a daily basis.

2. SCHOOL BUS

If the school will provide transportation by bus, include a plan that complies with the state requirement for drivers and training and the state safety requirements for school buses.

If, in the future, the Charter Committee or Board of Directors decides the school will provide transportation by school bus, a plan will be developed that complies with the state requirements for drivers and training and the state safety requirements for school buses.

3. CONTRACTED SERVICES

If the school intends to contract with the district or a third party, attach a proposed contract with the application.

Riverview's Charter Committee has not, at this time, contracted with the school district or a third party for transportation services.

4. SPECIAL NEEDS STUDENTS

Explain how students with special needs will be served in accordance with state and federal law

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

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

K. Facilities and Equipment

1. IDENTIFIED FACILITY

Not applicable.

2. FACILITY NOT IDENTIFIED

a. A description of the facility needs

Riverview Charter School will provide a permanent facility that serves those who use it by being: sustainable, safe, efficient, economical, “green,” accessible, flexible, and appropriate. Riverview will meet these objectives in identifiable and measurable ways. The site will be selected for its location within an area of population, where the community and the school can collaborate in a supportive way. The campus will be designed to create a secure environment, where visitors as well as children and staff are accounted for as they arrive and depart. The facilities will adhere to a carefully studied budget that maximizes benefits and minimizes drawbacks of the choices it requires. The facilities will be designed to achieve a LEED certification level of energy and environmental achievement. The buildings will be in keeping with the Americans with Disabilities Act (ADA) requirements, so that they are accessible to all who seek to enter. The floor plans will be considered so as to allow for ultimate flexibility of programmatic use, and the facades will be created to be in keeping with the vernacular of the area.

Riverview has identified its specific facility needs based on projected enrollment numbers, in consideration of a specified maximum of nineteen (19) students per classroom for grades Kindergarten through 5th grade and expanding yearly to 8th grade. Riverview has considered these needs as they apply to best practices of

educational facility design. In its opening year, Riverview will need twelve (12) classrooms plus additional necessary support space for office, administration, and miscellaneous curricular needs. In subsequent years, Riverview will need additional classrooms and correlating support space in conjunction with, and to accommodate for, the growth of the school. Riverview will continue to re-evaluate its facility needs as the needs of the school expand and progress.

Multiple properties are being considered as potential permanent sites for Riverview Charter School with careful consideration being given to the safety of the campus, the walkability and/or bikeability of its location for students and staff, the environmental impact of the facilities, the economic viability of the resulting budget, and the flexibility that the location will provide as Riverview facilities planning progresses into developed designs.

b. A statement as to whether the facility will be remodeled or built

Riverview Charter School is currently seeking a permanent site for its facilities within the Burton area of northern Beaufort County. Generic concept designs, inclusive of campus site plans and schematic designs of structures, have been prepared to help Riverview assess potential sites.

Communications have begun, and volunteer time has already been made available to the Riverview facilities planning endeavor, by local firms Altman

Architectural Group for architectural services, Brown Design Studio for architectural services, and Ward Edwards for engineering and environmental impact services.

c. Include a schedule for completing or obtaining a suitable facility.

If applicable, include a description of the timeline for any plan to raise funds for completing or obtaining a facility.

Riverview Charter School has created the following Permanent Facility and Temporary Facility Schedules to assess facility delivery.

The Permanent Facility Schedule represents estimated process and timeline, reflective of the fact that Riverview is currently evaluating potential sites. The project stages and accompanying durations are target milestones subject to adjustment for practical circumstance (site and associated regulations, product, services, weather, etc.). Riverview will provide its sponsor with a detailed calendar schedule for permanent facility delivery within sixty (60) days of identification of a site.

Permanent Facility:	
Identification of site	ongoing
Programming/Site Assessment and related regulatory processes <i>(BCP&Z DRT process, SCDoE OSF process, other)</i>	2 weeks
Schematic Design and related regulatory processes <i>(BCP&Z DRT process, SCDoE OSF process, BJWSA process, OCRM & DHEC process, other)</i>	4 weeks
Securing of Facilities Loan	concurrent
Design Development and related regulatory processes <i>(BCP&Z DRT process, OSF process, BJWSA process, SCDOT process, other)</i>	10 weeks
Construction Documentation and related regulatory processes <i>(BCP&Z process, OSF process, BJWSA process, SCDOT process, other)</i>	18 weeks
Construction bid process	4 weeks
Construction	36 weeks
Regulatory completion and Certificate of Occupancy	2 weeks
Completion:	76 weeks

Because the estimated schedule for permanent facilities will not provide a completed building prior to the school's proposed August 2009 opening, Riverview will seek to locate in rented portable classrooms at a temporary location until the permanent facility is ready for occupancy.

Riverview Charter School has proposed a partnership with Habersham Land Company that would secure a temporary facility site, as need allows during site preparation and construction of the permanent facility. This temporary site would be located on an empty property of approximately three and a half (3.52) acres that is currently zoned for civic use and adjacent to a portion of the Habersham community's recreational facilities. The site can be accessed from Cherokee Farms Road as well as from streets interior to the Habersham community, and can be identified on the Contingency Schematic Site Plan in Appendix K. Additionally, Riverview has issued a Letter of Request to initiate this partnership with Habersham Land Company, and in

turn Habersham Land Company has responded with a Letter of Support for this proposed partnership. (See Appendix K)

In accord with anticipated initial enrollment of Kindergarten through fifth grade students, twelve (12) classrooms plus additional necessary space for office, administration, and miscellaneous curricular needs will be provided at the temporary facility site. Additional portable classrooms will be acquired as school expansion and continued location at temporary site necessitate. Multiple temporary classroom providers have been contacted regarding cost, availability, and delivery schedule. A complete list of temporary classroom providers with whom Riverview has initiated communication is included in Appendix K. A sample temporary classroom floor plan and correlating quote for product and services is included in Appendix K.

The Temporary Facility Schedule represents projected process and timeline for possession of necessary regulatory permits, preparation of site, and delivery of portable classrooms as is consistent with typical practice.

Temporary Facility:	
Identification of site	completed
Programming/Site Assessment	completed
BCP&Z DRT Conceptual Review process	July 15, 2008
Identification of temporary classroom provider	concurrent
B.JWSA process	October 1, 2008
SCDoE OSF process	concurrent
DOT process	concurrent
BCP&Z DRT Final Review process	December 1, 2008
Contract completion with temporary classroom provider	concurrent
Order placement with temporary classroom provider	January 30, 2009
Site preparation	concurrent
Temporary classroom delivery	April 15, 2009
Regulatory completion and Certificate of Occupancy	May 1, 2009
Completion:	May 1, 2009

Funds for ongoing temporary facility costs have been included in the *Five-Year Projected Budget* proposal, see Appendix F. Riverview will secure a loan to fund its permanent facility needs, including soft and hard costs, as has been noted within the Permanent Facility Schedule. Funds to pay off that loan have been included in the *Five-Year Projected Budget* proposal. (See Appendix F)

3. Equipment

Include a description of equipment needs and explain how the equipment will be obtained.

Equipment for administration and instruction will be acquired as needed, initially in accordance with anticipated enrollment of twelve (12) classrooms of Kindergarten through fifth grade students and additionally as per school expansion. Money for purchasing such items (including but not limited to: classroom tables and chairs, media and technological equipment, storage provisions, etc.) has been included in the *Five-Year Projected Budget* proposal, see Appendix F. Additionally, Riverview will seek opportunities to accept donation or reuse of such items, as they are available from related institutions within the community.

L. Employee Relations

1. EMPLOYMENT PROCESS

Describe the process that will be used to advertise for, select and employ instructional staff and other employees.

Riverview Charter School is committed to recruiting and hiring the best qualified employees without regard to race, religion, color, handicap, gender, political affiliation, age, national origin, citizenship, political affiliation, veteran status, or physical disability. As an equal opportunity employer, Riverview will follow all state and federal rules, regulations and laws regarding employment practices. Recruitment and hiring of professional and support personnel will be based upon qualifications, merit, and commitment to the mission and philosophy of the school.

The recruitment and selection process will include:

- An analysis of the job vacancy will be conducted by the Director prior to initiating the recruitment process, and the Director will develop a job description, which reflects the needs of the school;
- The Director determining in each case the most appropriate recruitment strategies including: advertisement in local, state and regional newspapers; advertisement in professional publications; contact with college and university placement services; interviews with students enrolled in teacher education programs; internal and external searches; inquiries and referrals; professional

contacts with organizations that promote the interest of minority groups; publications and pamphlets; special activities and events for prospective applicants; promotional packages and recruiting programs; advertisements on the Internet. The administration will utilize printed materials and/or technology to recruit high-quality candidates;

- Announcements/advertisements for the job vacancy will be published in accordance with all related legal and reporting requirements and may include such information as the following: job title, summary description of the job responsibilities, location of the school, description of the application process, minimum requirements, entry salary and/or salary range, opening and closing dates for applying, statement certifying that the employer is an equal employment opportunity employer, work schedule, and whether the position is full or part-time;
- Applications for a position must be made in writing and shall include at a minimum: the South Carolina state application form; South Carolina teaching credential or other certification or credentials; copy of diploma, degree or certificates, or a transcript, if applicable; and three professional references, when possible. The school will not consider the individual's application file complete until it has received these documents;
- Riverview will advise all applicants for employment of the school's employment policy and application process, including a check of all criminal records.

School personnel also will advise applicants that any falsification of information, either by omission or commission, will be grounds for disqualification from consideration or grounds for discharge, should they be employed;

- The school's Director or designee will paper screen applications to ensure the applicant meets the minimum training, education and experience requirements for the position. At the finalist level, all application information, including education and job-related training, work experience, prior employment records and criminal records will be verified by the school administration;
- Utilizing the information gained during the screening process, the school Director will make a determination as to who will be invited to participate in interviews;
- Employees of the school who apply for a position will be given consideration for transfer or promotion;
- The interview team will be composed of the school Director and any others he/she determines to be appropriate to provide input into the selection process for the particular position;
- The selection process may include interview(s), observation of performance of work, review of other appropriate documents, and contact with appropriate professionals having knowledge of the applicant's performance;

- At the completion of the selection process, the school Director will evaluate all information gathered and select the best qualified candidate for the position;
- The Director will offer the position to his/her selected candidate and will notify the Board, after the employment agreement is signed by the candidate;
- An induction process will be developed and implemented by the school Director which will include an introduction to the school's mission and goals, knowledge of the student body and community, professional development regarding the instructional materials and strategies to be utilized, procedures and reporting required, and mentoring.

Riverview's Charter Committee believes that the excellence of all certified and support personnel will have a tremendous impact on the success of the educational program. The school will base personnel policies on the following long-range goals: to recruit, select and employ the best qualified personnel to staff the school; to provide staff compensation and benefit programs sufficient to attract and retain qualified employees; to provide a professional development program for all employees to continually increase competence; to conduct an employee appraisal program that will contribute to the continuous improvement of staff performance; to assign personnel to ensure as effective use as possible; to develop the quality of human relationships necessary to obtain maximum staff performance and a high level of job satisfaction; and to develop fully and utilize the potential of all personnel who serve the school.

Riverview will be an equal opportunity employer. The school will recruit, hire, professionally develop, promote and make other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, handicap, gender, political affiliation, age, national origin, citizenship, political affiliation, veteran status, or physical disability except where a bona fide occupational qualification applies as required by applicable state and federal laws. The school will maintain a policy of equal opportunity in the following areas: recruitment and recruitment advertising, selection and hiring criteria and practices, transfer and promotion, demotion, termination, layoff and recall, compensation, working conditions, benefits and privileges of employment, and training.

2. TEACHER EVALUATIONS

Describe in detail the procedure that will be used for the evaluation of teachers.

Riverview Charter School will use the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). Riverview Charter School teachers who have less than one (1) year of public school teaching experience will participate in an Induction program created by the school's Director and teaching staff and approved by Riverview Charter School's Board of Directors.

Teachers who possess a valid South Carolina teaching certificate and have less than one year of public school teaching experience may be employed under a one-year nonrenewable induction contract and shall participate in the Induction

Program. The program will be designed to provide novice teachers with comprehensive guidance and assistance throughout their initial year of teaching. In addition, teachers will use informal peer evaluations through cross-classroom observations and team meetings to discuss ongoing challenges as well as specific successes.

3. TERMS AND CONDITIONS OF EMPLOYMENT

Describe how the school will address its employment policies with affected employees.

Riverview Charter School's Board of Directors will approve the terms and conditions of employment for all employees. The employees of the Riverview will serve at will. The terms and conditions in the employment agreement will include but not be limited to: length of work year and work day, salary and payment schedule; vacation days; holidays; paid leave; notification of absence; insurance benefits; reimbursement; confidentiality; change in personnel status.

M. Grievance and Termination Procedures

1. TEACHER EMPLOYMENT AND DISMISSAL PROCEDURES

a. If the school will adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. 59-25-410 et seq. (1990), include a letter of agreement from the local school district.

Riverview Charter School will not adopt the employment and dismissal procedures of Article 5, Chapter 25 of Title 59 of S.C Code Laws (1976), including Section 59-25-410.

b. If the school does not adopt the procedures outlined in S.C. Doc Ann./59-25-410 et seq. (1990), explain the school's employment and termination procedures that will provide for notice and a right to a hearing before the governing board.

Riverview Charter School will have reasonable policies and a formidable code of ethics to ensure the safety and well being of the students. Riverview will adopt a single set of policies and procedures for all employees including teaching, administrative, paraprofessional and non-teaching and upon notice of request for termination, employees have a right to a hearing before the Riverview Charter School Board.

An Employee Handbook, approved by the Board of Directors, will include the personnel policies and procedures including the Grievance and Termination procedures. Upon accepting employment at Riverview, all employees will sign that they have received, understand and accept such procedures.

All employees serve at the will of the Riverview Charter School Board, and the authority to approve or negotiate any issues of contract or to terminate an employee

is vested with the Board, following a recommendation from the school Director. The Director may at any time recommend to the Riverview Board of Directors for approval, for specified reasons, to adjust salaries, titles, privileges, or other personnel policies for any employee within the parameters established by Riverview's Board of Directors. Decisions regarding employment may be based on, but are not limited to, a violation of any of the policies, procedures, regulations, or restrictions set forth by the Board. All employees will receive written notification of any disciplinary action or termination request and will have access to his/her employee file including evaluations.

Additionally, Riverview's Board of Directors reserves the right to eliminate positions, upon recommendation of the school Director or budget limitations. An orderly process will be established by the Board to guide such phase-out or elimination of positions if necessary.

Teachers, administrative, paraprofessional, and non-teaching staff will receive written notice from the school Director of intent not to offer an employment agreement no later than June 15 of each year. The employee will have an opportunity for due process and a hearing with the school Director and/or Board of Directors in accordance with the grievance procedure.

Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave. There will be no compensation for accrued sick leave.

An employee who is absent for a period of at least five (5) days without notifying the school Director or designee will be considered to have resigned without giving the required two-week notice, with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the school Director. If an employee is absent unauthorized, that employee will forfeit compensation for any unused accrued vacation leave, unless an exception is made by the school Director. Such an employee will remain eligible for any salary due.

An employee who wishes to resign is required to give the school Director, in writing, a minimum of two (2) weeks notice prior to the desired resignation date, unless an exception is made by the school Director. Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for accrued and unused leave. If an employee fails to give a minimum of two (2) weeks notice prior to the desired resignation date, that employee shall forfeit compensation of accrued or unused leave, unless an exception is made by the school Director. Such an employee is still eligible for any salary due.

An employee who is terminated or who resigns must return all keys, identification, security cards or codes, and office/classroom materials and supplies belonging to the school to the school Director. No information or copies, including but not limited to files, memos, computer-stored items, lists, databases, or other similar information, may be taken by an employee without the express permission of the school Director.

There are some basic rules that shall not be violated under any circumstances, including but not limited to:

- Substance abuse
- Poor performance
- Commission of a felony
- Theft
- Threats and weapons in the workplace
- Harassment
- Absenteeism and tardiness
- Misuse of property
- Fraud
- Dishonesty and false statements
- Violation and/or lack of enforcement of school rules
- Violation of testing security
- Breaching confidentiality

In cases where there is a violation of these rules, Riverview reserves the right to use any of the following steps of discipline but retains the discretion at all times to determine the nature and severity of discipline and/or termination:

- Strategies for improvement
- Verbal warning
- Written warning

- Final warning and/or
- Probation/Suspension and
- Termination

Include a reasonable grievance procedure for the charter school's employees.

The Riverview Charter School Board recognizes the necessity for providing a procedure for resolving differences in a timely and effective manner. A grievance is defined as a disagreement involving the work situation in which an individual or group of individuals believes that there has been a misapplication or misinterpretation of a policy. The purpose of this procedure is to settle personnel grievances and complaints as close as possible to their point of origin. Proceedings should be confidential, to the extent possible, with the objective of resolving the matter at the lowest administrative level.

The Board will approve the school's grievance procedure. Outlined below are reasonable courses of action to be included but not limited to:

Level One:

- Employees are encouraged to discuss their concerns with their immediate supervisor.

- If the issue (e.g. performance evaluation) cannot be resolved to the satisfaction of the employee, then the employee may reduce his/her concerns to writing and submit to his/her supervisor.
- The supervisor will meet with the employee within five (5) working days to attempt to resolve the issue. A summary of the decision of the supervisor will be given to the employee in writing.

Level Two:

- If the employee is not satisfied with the decision of the supervisor, he/she may request, in writing, a meeting with the school Director.
- The Director shall meet with the employee within ten (10) working days to attempt to resolve the issue. A summary of the decision of the Director will be given to the employee in writing.
- In the event that the grievance is initiated at Level Two, then the grievance will proceed to Level Three if the employee is not satisfied with the decision of the school Director and the grievant may then he/she request, in writing, a meeting with the Riverview Charter School Board.

Level Three:

- The Riverview Board of Directors shall meet with the employee within ten (10) working days to attempt to resolve the issue. A summary of the

decision of the Board will be given to the employee in writing. The decision of the Board is final.

The grievant may be represented by a colleague or friend employed by the school or at the appeal level by legal counsel. The school will not provide legal counsel for the grievant. No person shall be the object of administrative reprisal, sanction, or penalty of any kind for either activating or participating in the grievance procedure.

2. EMPLOYMENT AND DISMISSAL PROCEDURES FOR ADMINISTRATIVE, PARAPROFESSIONAL AND NON-TEACHING STAFF

Provide grievance and termination procedures for administrators, paraprofessionals and other staff.

Riverview will adopt a single set of policies and procedures for all employees including teaching, administrative, paraprofessional and non-teaching staff. Therefore, for the policies and procedures for employment and dismissal of Administrative, paraprofessional and non-teaching staff is explained in the above Section titled: 1. TEACHER AND EMPLOYMENT AND DISMISSAL PROCEDURES.

N. Student Conduct, Rights and Responsibilities

In keeping with the Riverview 's philosophy that each child is important and should develop a personal responsibility to the community and to the betterment of a

global society, the Charter Committee believes that the goals and objectives for student policies should enhance learning; ensure equal educational opportunity for all students; instill individual responsibility for one's actions; attend to matters of student safety, health, and welfare; deal justly and constructively with all students in matters of discipline; and help all students feel that they are valued as individuals in the school environment.

Attendance at Riverview Charter School is a privilege. Students and parents are expected to participate actively in the educational, social, and emotional development of each child, including instituting a standard of conduct that furthers that goal.

The Riverview Charter School Charter Committee expects students to conduct themselves in an orderly, courteous, dignified and respectful manner. This requirement refers to their actions toward other students and teachers, their language, their dress, and their manners. The committee believes self-discipline is an interpersonal goal of education. Students have a responsibility to know and respect the RCS policies, rules, and regulations. Violations of such policies, rules, and regulations will result in disciplinary actions. The Charter Committee, and ultimately the Board, will direct the administration to establish rules and regulations necessary to create and preserve conditions essential to orderly operation of the school. The Board will authorize its administrators to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy.

1. STUDENT CONDUCT

Describe the school's policy that governs student conduct, setting clear expectations for student conduct. Include any disciplinary actions to be taken by the administration for breaches of the student conduct policy.

Student conduct and discipline are designed to foster greater student responsibility and improved ability to make appropriate decisions. Disciplinary efforts will be positive whenever possible. Positive means may include: individual discussion and counseling, student involvement in understanding acceptable standards, and parental involvement. Riverview Charter School will follow the South Carolina State Discipline Code. However, some offenses may result in reprimand, withdrawal of privileges, detention, or in-school detention. These will be listed in more detail in the Parent/Student Handbook. The following are examples of conduct that may result in in-school suspension, out-of-school suspension, restitution, or expulsion:

- Obscene, profane, or vulgar language or gesture to another student, faculty, or staff member;
- Fighting or physical abuse of a student;
- Blackmailing, threatening, harassing, or intimidating other students;
- Using or possessing tobacco or tobacco paraphernalia on school property or when under the sponsorship of the school;
- Willful destruction of school or other person's property on school premises;
- Indecent exposure;
- Illegal walkout from a classroom or school;
- Unlawful assembly;
- Disrupting lawful assembly;

- Insolence directed to any person in authority;
- Gambling;
- Possession of a paging device, except where allowed pursuant to Riverview policy;
- Trespassing;
- Any other act determined by the Board or school administration.

Acts that may result in out-of-school suspension or expulsion include, but are not limited to:

- Assault and battery;
- Extortion;
- Bomb threats;
- Possessing, using, or threatening to use any instrument considered a weapon;
- Illegally occupying or blocking in any way school property with the intent to deprive others of its use;
- Physically abusing a member of the school staff;
- Sexual offenses;
- Vandalism;
- Theft;
- Possession or sale of stolen property;
- Possession or explosion of firecrackers or other explosive devices;
- Intentionally setting off fire alarms falsely or discharging fire extinguisher;
- Possession, use, distribution, or sale of alcoholic beverages or illegal drugs;

- Starting fires on school grounds or in school buildings;
- Unauthorized entrance in school building accompanied by theft of school or personal property on school premises;
- Any other act determined by the Board or school administration.

The Parent/Student Handbook will include a chart listing offenses and consequences for selected infractions of the Code of Conduct.

Under the direction of the Board, Riverview Charter School administrators will periodically review and revise procedures, if necessary, for disciplining students. Policies will comply with the appropriate state statutes, constitutional provisions, and adhere to the discipline procedures provided by IDEA-Part B, specifically regulating discipline for children with disabilities.

As students progress through Riverview, it is assumed that an increase in age and maturity will require a greater responsibility for actions. Differences in age, maturity, and developmental level are considered in determining the type of disciplinary action and possible intervention needed. All efforts are made to allow faculty and staff to reinforce positive behaviors and to teach appropriate social skills essential for becoming a responsible adult.

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

continued absence and to develop a plan in conjunction with the student and parent(s) to improve the student's future attendance. This applies to all students.

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

Examples of lawful absences include, but are not limited to: students who are ill and whose attendance in school would endanger their health or the health of others; students in whose immediate family there is a serious illness or death; recognized religious holidays of a student's faith; doctor, dentist or orthodontist appointment; special family educational trips that have prior approval of the school Director (maximum allowable days, three). Trips not acceptable include: hunting trips, recreational trips, attending sporting events as spectator, etc.

Examples of unlawful absences include, but are not limited to: students who are willfully absent from school without the knowledge of their parent who are absent from school without acceptable cause even if their parents have knowledge of the absence; absences not verified by written permission of parent to school after an absence.

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

Specific remedies for unexcused absences will be included in the Parent/Student Handbook.

Student Rights and Responsibilities: Riverview's Charter Committee believes that students have rights that should be recognized and respected. Students have a right to:

- A free, quality education;
- Educational opportunity free from discrimination;
- Due process of law, including the right to appeal suspensions and expulsions, if they believe they have been denied due process;
- A safe environment in which to learn to become educated and responsible citizens.

Equal Educational Opportunities and Non-Discrimination: Riverview Charter School shall treat all persons fairly, with respect, and without discrimination or threats of violence or abuse. Every RCS student will have equal educational opportunities regardless of ethnic or racial background, religious beliefs, gender, disability, and economic or social conditions. RCS will admit students without regard to these criteria. The school Director will develop a plan and provide procedures to ensure that this policy is followed. The school Director will be responsible for working with the staff and students to ensure equal opportunity for all students in all programs and activities.

Sexual Harassment: Sexual harassment as defined in federal law will not be tolerated. Students who feel they have been subjected to sexual harassment are encouraged to file a complaint. All allegations will be investigated promptly and confidentially to the fullest extent possible. RCS prohibits retaliation or reprisal in any form against a student who has filed a complaint of sexual harassment. Any employee or student who is found to have engaged in sexual harassment will be subject to disciplinary action, up to and including termination in the case of an employee, or expulsion in the case of a student.

Riverview's policy on sexual harassment and this administrative rule will be referenced in employee and student handbooks. The school Director will give a copy of the RCS policy on sexual harassment and this administrative rule to all employees. The school Director will give a copy of the student handbook to all students.

If the school Director, faculty and/or staff have reason to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect, they will report such conduct in accordance with S. C. Code Ann. 20-7-510 and Board policy on reporting child abuse or neglect.

Student Involvement in Decision Making: The Riverview Charter School Charter Committee recognizes the value of student, parent, and community participation in decision making for the school. The Board will encourage students who are at an age-appropriate level to attend Board meetings and take part in the public participation periods. Students should share with the Board, the administration, and the faculty the responsibility for developing a climate at RCS that is conducive to wholesome learning and living. As age appropriate, the Board will encourage students to express their opinions in establishing policies in the area of student privileges and other areas of student activities. The Board will encourage the school Director to develop procedures for meaningful involvement of students in school government. In the development of rules, regulations and arrangements for the operation of RCS, the school Director will include at the planning stage, whenever feasible and appropriate, a representative of those students who will be affected by such provisions.

Student Dress: A RCS student dress code will be established and published in the Parent/Student Handbook. The dress code will be revisited from time to time by

the Board in consultation with parents of current students. Students who come to school dressed in violation of the dress code will be accompanied to the office and required to make arrangements for other clothing.

Secret Societies / Gang Activity: Riverview Charter School prohibits incidents involving initiations, hazing, intimidations or related activities of such group affiliations that are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students. The administration will establish procedures and regulations to ensure the discipline of any student wearing, carrying or displaying gang paraphernalia, exhibiting behavior or gestures that symbolize gang membership, or causing or participating in activities that intimidate or affect the attendance of another student.

Hazing: Riverview Charter School prohibits hazing by students, staff, and third parties as a part of any school-sponsored activity. All students and employees must avoid any action that could be viewed as planning, directing, encouraging, assisting or engaging in any hazing activity. Further, no RCS administrator, coach, sponsor, volunteer, or employee will permit, condone or tolerate any form of hazing. For purposes of this policy, state law defines hazing as “the wrongful striking, laying open hand upon, threatening with violence or offering to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate

student, or other unauthorized treatment by the superior student of a subordinate student of a tyrannical, abusive, shameful, insulting, or humiliating nature.”

Any hazing activity, whether by an individual or a group, will be presumed to be a forced activity, even if a student willingly participates. Students who feel they have been subjected to hazing are encouraged to file a complaint with the school Director. All complaints will be investigated promptly and confidentially to the fullest extent possible. RCS prohibits retaliation or reprisal in any form against a student who has filed a complaint of hazing. Any student or employee who is found to have engaged in hazing will be subject to disciplinary action, up to and including termination in the case of an employee, or expulsion in the case of a student. Individuals may also be referred to law enforcement officials. RCS will take all other appropriate steps to correct or rectify the situation. The school Director will be responsible for ensuring notice of this policy is provided to students, staff and parents.

Student Concerns, Complaints, and Grievances: Riverview Charter School provides a grievance procedure as a formal method for the resolution of any grievances concerning the treatment of students by RCS personnel. These grievances may arise from allegations of violations of student legal rights or school policy. In addition, the Charter Committee recognizes that there may be conditions that RCS could improve, and that students should have some means by which they can effectively express their concerns. RCS will resolve student complaints and grievances through orderly processes and at the lowest possible level.

A teacher will provide any student or parent the opportunity to discuss a decision or situation that the student considers unjust or unfair. If the incident remains unresolved, the student, parent or teacher may bring the matter to the reviewing authority designated by the school Director for consideration and action. If the matter is still unresolved, the complaining party may bring it in writing to the school Director for review.

Title IX complaints: Students who believe that they have been discriminated against on the basis of their gender have the right to appeal to the school Director. If the student is not satisfied with the decision of the Director, he/she may appeal to the Board.

Section 504 complaints: Students who believe that they have been discriminated against on the basis of their disabling condition have the right to appeal to the school Director. If the student is not satisfied with the decision of the Director, he/she may appeal to the Board. The school Director will schedule appeals to the Board.

Expectations for Parents: Riverview Charter School expects parents to be actively involved in their child's education both in and out of the classroom. Parents will be required to sign a statement each year that they have discussed the expectations of RCS and RCS parents, based upon the Parent/Student handbook, with their son or daughter. It is imperative that parents and students realize that these policies apply to all Riverview Charter School activities and sponsored events both on

and off the campus to the fullest extent permitted by law (for example, sports activities, field trips, etc.).

Parents will be expected to:

- Take an active interest in their child's progress;
- Work with staff to solve disciplinary and academic problems;
- Actively support RCS and, its staff, curriculum, programs and activities;
- Attend parent-staff conferences/progress meetings, school-parent functions;
- Assist their child in maintaining good health habits and grooming;
- Make sure their child goes to school on time every day unless their child is ill, has a contagious disease, or has a family emergency;
- Make sure their child does not arrive at the school before staff supervision is provided and promptly picks up their child after a school event;
- Follow the state attendance law;
- Read and follow the requirements for parent(s)/legal guardians and students in the Parent/Student Handbook.

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

obtain possession of weapons or other dangerous objects upon the person or within the control of a student; to defend one's self; to remove a student from a classroom or other school property when the student's continued presence poses a threat of danger to other persons or property. To ensure safe and correct handling of students during the situations described above, the school Director will be trained in a prescribed physical restraint method within one year of employment.

Suspension of Students: It is the policy of the Riverview Charter School to provide due process of law to students, parents and school personnel through procedures for the suspension or expulsion of students which are consistent with federal law, state law, regulation, and local policy. The school Director may suspend a student from RCS for commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or violation of written rules and regulations. The school Director may also suspend a student when the presence of the student is detrimental to the best interest of RCS. Suspension is the exclusion of a student from school and school activities for a period of time. By law, suspension will not exceed 10 school days for any one offense or 10 days in a school year. The school may not suspend a student from school during the last 10 days of a year if the suspension will make the student ineligible to receive credit for the school year. The exception is if the presence of the student constitutes an actual threat to a class or a school or a hearing is granted within 24 hours of the suspension. Riverview Charter School uses the word suspension in this policy to mean either suspension from school or in-school

suspension as determined by the school Director. Review of suspension will be discretionary with the school Director. However, the school Director must review suspensions that occur within the last 10 days of the school year.

The school Director may vest authority to suspend a student from a teacher's class or from school to a designee within the school staff, such as a senior staff member. The designee must comply with the rules for maximum days of suspension and for suspension during the last ten (10) days of a year. The designee must also comply with the following procedures when considering suspending a student. The designee must have a conference with the student during which the student is notified of the charges that warrant suspension. If the student denies the charges, the designee will offer the student an explanation of the evidence and an opportunity to present his/her side of the story. The designee will keep a written record of this conference. The designee will maintain a summary report of all suspensions for review by the Board. The designee will send, by USPS mail with a confirmation method (e.g., return receipt), written notice of the action to the student's parent(s). The notice will state the reason(s) for the action taken, the effective dates of suspension, the parent's right to a conference with the designee, and a proposed time and place for the conference. This written notice will also advise the parents of their right to appeal an unfavorable decision to the school Director. In the event that the Director receives no response to the letter within 48 hours, the designee will send a copy of the original letter to the parents by certified mail. At the parental

conference, the designee will discuss the charges and suspension with the parents as well as the proposed remedy and any follow-up procedures deemed desirable.

Expulsion of Students: Expulsion is the removal of a student from RCS for the remainder of the school year or until readmitted by the school Director. Authority to expel students from RCS rests solely with the school Director. Special education students must still receive free and appropriate public education even while expelled from classes on campus. The offenses that would warrant expulsion can be found in code of conduct described earlier in this section.

The following procedures will apply to the expulsion of students. The school Director will notify the parent(s) of the student of the time and place of a hearing. At the hearing, the parent(s) will have the right to legal counsel and to all other regular legal rights, including the right to question all witnesses, with the exception of sexual battery. The hearing will take place within 10 days of the written notification at a time and place designated by the school Director, and a decision will be rendered within 10 days of the hearing. The student will be suspended from RCS and all RCS activities during the time of expulsion procedures, except for scheduled conferences. The decision may only be appealed to the Board if the parent believes the student was denied due process of law. The parent/guardian must file any appeal in writing within 5 days of the decision to the Board. The student may not return to the RCS premises during the appeal except for the purposes of a hearing. The Board will consider the appeal within 10 days after the appeal is received. A written record of

any Board hearing will be maintained. In the event of an expulsion, the school Director will notify the District within 10 days of the final decision and the address of record of the student.

Student Welfare: Riverview's Charter Committee believes every child deserves dignity and respect. The safety and well being of every student is very important to the Charter Committee. Riverview strives to provide each student with a safe and beneficial learning environment. Employees must always follow guidelines and rules for keeping students from being seriously harmed in any way.

2. STUDENTS WITH DISABILITIES

Include the school's policy on suspension and expulsion of students with disabilities.

Students who have been identified as handicapped or disabled are not exempt from the rules regarding behavior as outlined above. However, all disciplinary action involving these students will be addressed in accordance with state and federal law.

Riverview Charter School's policy on suspension and expulsion of students with disabilities will adhere to the specific procedures for disciplinary actions that involve students with disabilities as outlined in the IDEA 1997 amendments. The following guidelines will be implemented for compliance thereto:

- RCS personnel can remove a student with a disability for 10 or fewer consecutive days at a time for a violation of the RCS code of conduct (to the same extent applied to children without disabilities). RCS personnel can immediately remove the same child for separate incidences of misconduct for as many as 10 consecutive school days.
- RCS personnel can also order a change of placement of a child with a disability to an appropriate interim alternative educational setting for up to 45 days for possession of weapons or drugs or the solicitation or sale of controlled substances while at school and school functions.
- If RCS personnel believe that a child is a danger to him/herself or others, they can ask a hearing officer in an expedited due process hearing to remove a student to an interim alternative educational setting for up to 45 days.
- A 45-day interim alternative educational placement can be extended in additional 45-day increments if the hearing officer agrees that the child continues to be substantially likely to injure him/herself or others if returned to his/her prior educational placement.
- RCS personnel can remove a child with a disability, including suspending or expelling for behavior that is not a manifestation of the child's disability, to the same extent as is done for students without disabilities for the same behavior.
- RCS personnel can report crimes to appropriate law enforcement and judicial authorities.

RCS personnel can always ask a court for a temporary restraining order in order to protect children or adults from harmful behaviors. (See IDEA Regulations 300.519-529 and 521(d)).

3. STUDENT RIGHTS

Describe the school's appeals process for students recommended for expulsion, which must include a right to appeal the decision to the charter school's governing board.

A student wishing to appeal an expulsion must do so by writing a letter to the school Director requesting a hearing. The Board will appoint a special committee to hear the appeal within five school days. The student will remain expelled during the appeal process. Riverview Charter School will provide for the expulsion of any student who brings a firearm to school per South Carolina Code Ann. § 59-63-235 (Supp. 2001). Riverview will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).

4. PARENTAL NOTIFICATION

Include the explanation of the student conduct, rights and responsibilities policies that will be given to parents and to students at the beginning of the school year.

Riverview Charter School will notify parents and students regarding the student conduct, rights, and responsibility policies by giving parents and students a copy of the policies with corresponding explanations in the Parent/Student Handbook

distributed to all students and parents at the beginning of the school year, through orientation sessions held at the school and classroom levels, and by posting this information on the RCS website. Parents will be kept notified of any process or actions related to their child during any disciplinary action as well.

O. Indemnification

Riverview Charter School assumes the liability for the activities of the charter school and agrees to hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of actions, suits, claims, or judgments arising from injury to persons or property or otherwise that

arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

P. Insurance

1. WORKER'S COMPENSATION INSURANCE

The application must include a description of worker's compensation insurance and amounts and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

Riverview Charter School will arrange for all necessary and applicable insurance policies for the school. The charter school will procure these insurances in the following categories and amounts:

- Errors and Omissions Insurance - \$3 million
- Officers and Directors of Liability Insurance- \$3 million
- Fidelity Bonds - \$1,000,000 (crime insurance)
- Commercial General Liability Insurance - \$2 million with \$9 million umbrella
- Automobile Liability Insurance – \$1,000,000
- Employees Liability Insurance
 - Bodily injury by Accident - \$100,000
 - Bodily injury by Disease - \$500,000 (policy limit)
 - Bodily injury by Disease - \$100,000 (each employee)
- Property – Dependent upon facility and contents

Where applicable, the BCSD will be named as an additional insured. The school will carry the necessary Worker's Compensation Insurance and Unemployment Compensation Insurance.

The charter school's administrators and Board of Directors will be appropriately bonded. The levels of insurance and bonding will remain in effect throughout the term of the charter, unless changed by a charter amendment.

The insurance company providing coverage has a rating of “A” or better and financial size category of “VII” or better, according to A.M. Best Company. Complete policy binders detailing the terms and conditions of the policies will be provided to the BCSD upon request.

2. LIABILITY INSURANCE

The application must include a description of liability insurance and the amounts to be obtained by the charter school and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant’s ability to secure the insurance and an estimate of the cost of the insurance. The minimum policy must cover the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2002)).

General Liability will be provided by the Insurance People of Carolina, a licensed insurance carrier in the State of South Carolina. These policies are designed to match or exceed the minimum limits required by the South Carolina Tort claims Act S. C. Code Ann. 15-78-120 (Supp.2002). (See Appendix P for an estimated cost)

3. PROPERTY INSURANCE

The application must include a description of the insurance to cover loss to the school building and contents for fire and theft and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant’s ability to secure the insurance and an estimate of the cost of the insurance.

Property insurance will be provided by the Insurance People of Carolina. (See Appendix P for an estimated cost)

4. INDEMNITY INSURANCE

The application must include a description of indemnity insurance against civil and criminal liability for the charter school to protect the sponsor, the members of the board of the sponsor, and the employees of a sponsor acting in their official capacity with respect to all activities related to the charter school. A statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance must also be included.

Indemnity insurance will be provided by the Insurance People of Carolina.

(See Appendix P for an estimated cost)

5. AUTOMOBILE INSURANCE

The application must include a description of automobile insurance, both property and liability insurance, and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

Automobile insurance can be provided on a hired and non-owned basis.

(See Appendix P for sample coverage that can be added to the commercial package)

6. OTHER INSURANCE

Indicate whether the charter school will obtain any other type, or types, of insurance. For each additional type, include a description and estimated cost of coverage.

Umbrella insurance will be provided by the Insurance People of Carolina.

(See Appendix P for an estimated cost)