



PATTISON'S
A C A D E M Y

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1- Executive Summary

Pattison's Academy [dba Pattison's Academy for Comprehensive Education (PACE) Charter School] was founded in 2006, motivated by the desire of families, professionals, and community members to provide quality educational choices to children with multiple and severe disabilities. Arguably, children with severe disabilities have the fewest school choice options of any of the student classifications. After four years of piloting a summer program specific to children with multiple, severe disabilities, it was recognized that there were no local private schools that could meet the complex needs of these children, and home schooling is typically not a viable alternative. Within the traditional public school system, generally the sole choice has been either in a low-incidence classroom or, if deemed necessary, Medical Homebound Services. School choice is a mandated equal opportunity for all children, regardless of race, ethnicity, socioeconomic status, or disability. As a result, PACE Charter School was launched in 2010 and for the past 10 years, PACE has successfully provided a quality school choice to those who would otherwise have none.

The purpose of PACE is to provide students with multiple and severe disabilities a comprehensive educational and rehabilitative program in a charter school environment. Traditionally, this population has been served in a low-incidence special education classroom where rehabilitative services, such as physical, occupational therapy, and speech therapy, are only provided as they relate to a limited number of educational goals. However, these students almost always require additional rehabilitative services, which forces families either to remove their child from school early each day or use precious after school hours to meet the child's additional therapy needs. Unfortunately, due to familial limitations, these needs frequently go unmet, stifling the child's ability to meet his or her full potential.

Today, with the support of Charleston County School District, we operate as the only K-12 public charter school in South Carolina that serves exclusively children with severe disabilities. At the core of PACE's Interdisciplinary Model is a consolidated network that provides collaborative education, therapy and medical services to these children, and their families. While students receive comprehensive, intensive and individualized instruction and curriculum, their families are enveloped in a network of support. By providing this individualized education and consolidated care, we simplify the instructional system leading to the achievement of more academic benchmarks as well as decreased caregiver strain.

Over the past decade this has led to: improved SC-ALT Scores, consistent IEP goal attainment, and other standardized measures indicating improved Personal Care, Mobility, Comfort, Communication, Health and overall Quality of Life.

In 2020, Pattison's Academy and PACE Charter School merged to one legal entity, with PACE Charter School as a wholly-owned subsidiary of Parent company Pattison's Academy. Pattison's Academy (dba PACE Charter School) is applying to renew our Charter for another 10-years. For this term, PACE is requesting consideration as an Alternative Education Campus of Charleston County School District.

2- Educational Plan & Capacity

2a - Mission Statement & Vision

The Mission of PACE Charter School is to improve the quality of life for children with multiple disabilities by providing a comprehensive educational program that integrates educational curricula with functional rehabilitation instruction.

The Vision of PACE Charter School is a world where all children reach their maximum potential through an equitably challenging educational experience. All children deserve the opportunity to exit their public education experience having mastered the life skills necessary to become independent, flourishing adults in their natural environment. For the average child, this includes reaching state standards in the traditional academic and extracurricular areas, with the desired outcome being entry in to the workforce or pursuing higher education. However, for children with multiple, severe disabilities, education for independence in adulthood includes mastery of self-care and self-determination.

2b - School Values, Beliefs & Culture

The core philosophy of PACE is the integration of education and rehabilitation into the governance and curriculum of the school. Our central focus is to maximize the academic and personal potential of each student, which requires the integration of the school's efforts with the students' families. Parental involvement at home, and on-site through volunteerism, is strongly encouraged as communication between our school and family is essential. PACE's goals and mission are accomplished by a *team* of dedicated, educated, well-trained, problem-solving, passionate students, parents, teachers, therapists, administrators, service coordinators, nurses, board members, doctors, businesses, and community members. Collaboration amongst all members to provide respectful care within a developmentally appropriate framework is our common goal.

PACE's children have multiple, severe disabilities, typically including orthopedic, neurologic, cognitive, and sensory limitations. PACE must utilize an interdisciplinary curriculum to holistically meet the needs of our students.

PACE offers exceptional team-based academics and therapeutic rehabilitation for all our students, who span ages five (5) to twenty-one (21) years old. All students participate in classroom instruction, individualized and group therapies, community-based instruction, educational field trips, and outside therapy services that are not typically offered in the area's public schools or in traditional medical facilities.

PACE operates under the following guidelines: HIPPA, FERPA, Universal Standard Health Precautions, IDEA, Least Restrictive Environment, SC Charter School Law and the Americans with Disabilities Act.

2c - Evidence of Need and Community Support

PACE is applying as a 10-year, renewed Charter/Alternative Education Campus.

Today, with the support of Charleston County School District, we operate as the only K-12 public charter school in South Carolina that serves exclusively children with severe disabilities.

Community support and Need for this application is evidenced through continued enrollment, prospective student/family interest and consistent staff retention. The school is strongly supported by Tri-County Foundations, Corporations and Community Groups.

Moreover, anecdotal evidence suggests that the cost to deliver the equivalent level of services to students across a dispersed, traditional school District is substantially higher than when delivered in the consolidated setting of PACE.

2d - Curriculum & Instructional Model

PACE Charter school provides a safe and nurturing environment where all students can learn and grow academically, socially, functionally, and physically. Our program is aptly described by our motto “All children have the ability to learn, just at a different PACE”. In addressing the unique medical, therapeutic, sensory, and equipment needs of our students, they are able to access and participate in an academic program meeting the SC DOE standards.

In order to prepare our students for adult-life, PACE follows the syllabi outlined below. This provides our students with a well-rounded and enriched education, enabling the development of functional skills needed for future success.

Pre-School (See note 1 below)			
Academic Subjects	Non-Academic Subjects	Electives	Community
Foundations In: • Reading • Writing • Math • Science	• Self-Care/Health • Physical Education • Play, Communication and Social Skill	• Music Therapy	• Field Trips

Elementary			
Academic Subjects	Non-Academic Subjects	Electives	Community-Skills

<ul style="list-style-type: none"> • Language Arts • Math • Science • Social Studies • Morning Meeting 	<ul style="list-style-type: none"> • Life Skills/ADL's • Physical Education/Health 	<ul style="list-style-type: none"> • Leisure Clubs* • Music Therapy 	<ul style="list-style-type: none"> • Field Trips
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Middle School			
Academic Subjects	Non-Academic Subjects	Electives	Community Skills
<ul style="list-style-type: none"> • Language Arts • Math • Science • Social Studies • Home Room 	<ul style="list-style-type: none"> • Life Skills/ADL's • Physical Education/Health • Pre-vocational Studies 	<ul style="list-style-type: none"> • Leisure Clubs* • School Store**(for students) • Music Therapy 	<ul style="list-style-type: none"> • Community-based Instruction Trips

High School			
Academic Subjects	Non-Academic Subjects	Electives	Community Skills
<ul style="list-style-type: none"> • Language Arts • Math • Science • Social Studies • Home Room 	<ul style="list-style-type: none"> • Life Skills/ADL's • Physical Education/Health • Vocational Studies 	<ul style="list-style-type: none"> • Leisure Clubs • School Store (for students) • Music Therapy 	<ul style="list-style-type: none"> • Community-based Instruction Trips

Transition (Grade 12+ through age 21)			
Functional Academics	Non-Academic Subjects	Electives	Community Skills
Functional Academic Subjects <ul style="list-style-type: none"> • Reading • Writing • Math 	<ul style="list-style-type: none"> • Career awareness, exploration and preparation • Independent Living Skills • Self Determination 	<ul style="list-style-type: none"> • Leisure Clubs • School Store (for students) • Music Therapy 	<ul style="list-style-type: none"> • Recreation/Leisure • Employment • Community Resources

*Leisure Clubs: 3 month rotation with options including art, cooking, games, fitness, horticulture,

travel, yoga. Often, students with complex medical, physical and cognitive disabilities, have limited options in the community to participate in recreational and leisure activities. PACE provides these through weekly leisure clubs, which students choose based on their personal interest. These clubs provide an opportunity to explore activities that increase awareness of personal interests and talents. Following identification of a particular talent or skill of a student, fostering its development may lead to potential future employment.

****School Store:** Students have the opportunity to practice skills both as an employee and as a consumer. As an employee, students are responsible for buying merchandise/items for the store, keeping inventory, setting up and stocking the store, assisting customers, working as greeters, cashiers, baggers, and value card stampers. Students have opportunities to develop both their job and life skills as they interact with customers. As consumers, as students earn "PACE Bucks", they learn to save/budget for items they would like to purchase, make product choices.

Note 1: Preschool

PACE Charter School intends to offer a preschool program for students with special needs ages three (3) through five (5) in accordance with Section 619 of Part B of the Individuals with Disabilities Education Improvement Act (IDEA). To be eligible, children must:

1. Be of preschool age defined at three years to five years old.
2. Be identified as a child with a disability per criteria in IDEA and
3. Be in need of special education and related services as a result of the identified disability.

Children who are considered eligible for special education and related services including those with developmental delays may be considered for enrollment.

Under this program, preschool children who have disabilities are entitled to special education services in the least restrictive environment (LRE) as determined by the IEP team. The PACE preschool program supports education and functional rehabilitative services for young children with disabilities by offering early learning experiences in communication, language, reading and writing skills, motor development, play, and other social emotional areas.

Funding for the PACE preschool program would not be provided by CCSD, but rather through IDEA funds. IDEA requires each state department of education to designate a staff member as the Preschool Grant Coordinator, who is responsible for administering the state's Section 619 Preschool Grant funds for "developing, maintaining and providing information about the program in the state." In addition, PACE works locally with the Charleston County School District and nationally with the National Early Childhood Technical Assistance Center (www.NECTAC.org) to secure supplemental funding. PACE is also committed to applying for preschool grants and solicitation of donors and sponsors as funding sources for the preschool. Parents as partners (www.parentcenterhub.org) are also valued as participants in acquiring funds for operation of a preschool of excellence.

Transition Services

Transition services begin no later than the first IEP in effect when the child turns 13, and are updated annually, thereafter. PACE Transition Services coordinates activities for each student that help prepare the student for post-school activities. The individual's strengths and interests are the foundation of each student's transition service plan. At Grade 12, students graduate from the "High School" curriculum to the "Transition" curriculum. This classroom services children age 18-21, with intensive transition services for their final years at PACE. This programming focuses on independent living, communication, self-advocacy and vocational/entrepreneurial skills.

Curricular Program

PACE uses multiple curricula to address the academic and functional needs of the student. In parallel, PACE teaches functional daily living skills to maximize student independence. Each student receives individualized instruction as detailed in their IEP. PACE educates students in a multi-sensory environment, supplemented by Community Based Instruction (CBI), which applies classroom learnings to functional use in the community. Here, students participate in age-appropriate field trips and community outings.

The following table lists and describes curricula used by PACE.

Curricula	Description of Curricula
Unique Learning Systems (ULS)	The Unique Learning System has been developed based on current research that promotes access to standards-based learning. ULS gives meaningful access to the general education curriculum to students with complex learning needs. There are 6 grade intervals: pre-school, elementary, intermediate, middle, high school and transition. Each month, a new topic unit with modified lessons in three differentiated levels is introduced. Units begin with Science and Social Studies themes and incorporate reading, writing, vocabulary, math, transitional skills, cooking and art activities.
Early Literacy Skills Builder (ELSB)	Evidence-based, language-rich literacy curriculum for children ages five (5) to ten (10) with moderate to severe intellectual disabilities. Incorporates systematic instruction to teach both print and phonemic awareness. Multi-year program with 7 distinct levels and ongoing assessments so students are able to progress at their own pace.
The MOVE Curriculum	An activity-based curriculum designed to teach students requisite functional motor skills for adult life within the home and community environments.

	<p>Combines natural body mechanics with instructional process. Designed to help students acquire increasing amounts of gross motor independence necessary for sitting, standing, and walking. Provides a foundation for parental leadership in the selection of student activities. Assists in coordinating services provided by therapists, educators, and others.</p>
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See Appendix 1, 2 and 3 for background literature on MOVE, ULS and ELSB (assistive technology) curricula, respectively

Teaching Credentials

PACE special education teachers must meet the following minimum requirements:

1. Bachelor’s Degree
2. Demonstrated content knowledge per current State Board of Education requirements
3. Hold, or pursuing, a valid South Carolina Teaching certificate in the area of disability served

PACE employs teachers in a manner consistent with the South Carolina Charter Schools Act. At least seventy-five percent (75%) of PACE teachers will remain certified.

PACE will continue to follow the Office of Teachers effectiveness recommendations to evaluate, coach and assist teachers grow. The PACE Principal will continue to use the *South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT4.0)* (Appendix 4). All certified teachers are placed under an induction, annual or continuing contract as appropriate, and will be evaluated based on the school district’s State Board of Education-approved ADEPT 4.0 plan.

As part of the evaluation process, teachers will continue to be required to develop Student Learning Objectives (SLO) as a student growth measure.

To ensure PACE’s teacher assistants grow professionally, they not only receive ongoing professional development but annual (minimally) evaluations as well. This evaluation provides feedback to identify areas of strength and areas of growth.

2e: Educational Structure

1 MOVE Literature
2 ULS Literature
3 Article: *Supporting Literacy Achievement for Students with Intellectual Disability and Autism through Curricular Programs that Incorporate Assistive Technology*
4 ADEPT Evaluation Matrix

PACE Charter School serves students from pre-school (age 3 years) through the transition years (through age 21). The school strives for a 3:1 student to teacher/teacher assistant ratio. PACE currently has 4 classrooms, a multi-purpose room, resource room, therapy room, sensory room, shared auditorium, cafeteria and gymnasium. Our current student enrollment, including 2 homebound students is 37. Using 9 students as an average size for a typical class we are looking to serve 82 students in 5 years.

Planned Enrollment (2020-2025)

GRADE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Pre-School	0	2	4	6	9
K-2	8	9	11	13	14
3-5	9	11	13	15	16
6-8	12	14	15	17	19
9-12	9	10	11	12	13
Transition	8	9	10	10	11
Total Enrollment	46	55	64	73	82

PACE uses a variety of instructional models throughout the school day: individual instruction, centers, small group and large group. Collaboration between educators, therapists, nurses and families is key in order for our students to learn and grow. Students with multiple and severe disabilities (including medically fragile) must have various supports to access their educational program. These include:

- Physical, Occupational, Speech therapy
- Nursing and medical services
- Adaptive equipment
- Assistive technology
- Augmentative Communication

PACE prides itself on providing these supports to all our students so they can reach their fullest potential

School Day

The school day is from 8:00 am – 3:00 pm. The typical school day incorporates seven hours of comprehensive curriculum featuring core academic subjects (English language arts, Mathematics, Science, Social Studies/History), Physical Education/Health, Functional Life Skills (self-feeding, hand/face washing, tooth-brushing, toileting and personal hygiene, and dressing), and Gross/fine motor skills. Social interaction and medical interventions are provided as needed (such as g-tube feedings, medication administration, respiratory treatments etc.) within this structure. Each child receives an individualized and designated balance of core instruction and related services as determined by the IEP team.

Current South Carolina standards state that instructional day schools must be a minimum of six hours a day, or its equivalent, including lunch [SC ST SEC 59-1-425]. The PACE school day will continue to run from 8:00 a.m. until 3:00 p.m. PACE commits to meet the requirement of six hours of instruction, and will strive to utilize the full seven hour school day towards the achievement of educational and therapeutic goals. Every activity throughout the day – from snack, to playing outside, to toileting – will continue to include instructional time. Therapists work in conjunction with teachers, providing treatment to improve quality of life and educational achievement.

Sample Daily Schedule

Period/Time	Activities/Skills	Standard Connection
Arrival Process 8:00-9:00	The following skills may be addressed based on students' individual needs and IEP goals: <ul style="list-style-type: none">• Manage Belongings• Sign In (attendance)• Toileting/hygiene• Breakfast/G-tube• Orthotics• Equipment/position change	<ul style="list-style-type: none">• Informational Text• Literary Text• Writing• Independent Living Skills• Self Determination• Study Skills/organization
AM Core 9:00-11:30	The following activities may be addressed based in IEP goals and SC academic standards with the focus on engagement	<ul style="list-style-type: none">• Inquiry Based Literacy• Literary Text• Informational Text• Writing

	<p>and participation: Homeroom/Morning Meeting followed by individual, small group or large group lessons:</p> <ul style="list-style-type: none"> ● ELA ● Math ● Science ● Social Studies/History ● Writing 	<ul style="list-style-type: none"> ● Math (number sense, geometry, algebra, fractions, data analysis) ● Science (Earth, Physical, Life, Biology) ● Social Studies and US History and Constitution
<p>Lunch 11:30-12:00</p>	<p>Students may have opportunities to interact, communicate, and socialize with peers of <i>all</i> abilities. Students may be working on increasing independence with self-feeding</p>	<ul style="list-style-type: none"> ● Independent Living Skills ● Self Determination ● Informational Text ● Communication/Social Interactions ● Health
<p>Instructional/Therapeutic Time 12:00-3:00</p>	<p>Students may have opportunities to continue to work on core subjects (described above) as well as the following:</p> <ul style="list-style-type: none"> ● Career Exploration/Preparation ● Leisure Clubs ● Community Based Instruction ● Independent Living Skills 	<ul style="list-style-type: none"> ● Inquiry Based Literacy ● Literary Text ● Informational Text ● Writing ● Math (number sense, geometry, algebra, fractions, data analysis) ● Science (Earth, Physical, Life, Biology) ● Social Studies and US History and Constitution ● Transitional Skills (may include Independent Living Skills, Communication/Social Interactions, Recreation/Leisure, Career Preparation)

Dismissal 3:00		
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Lesson Plans

Lesson plans are developed within the Teacher Dashboard of Unique Learning Systems. The lessons are linked to SC standards and differentiated for individual students based on their grade, learning styles, strengths, and challenges. Teachers also have access to other curriculums and sources to further enhance their lessons. Prep periods are built into teachers schedule at the start and end of each school day.

PACE educators, therapists, nurse and families will continue to work collaboratively, integrating educational programs with therapeutic plans, in order to help students maximize learning capabilities. The PACE IEP team will continue to meet annually to identify goals and objectives for the student in the following educational and rehabilitative areas: academics, fine and gross motor, communication, language, social recreational/leisure, self-help, and sensory development which will help create a seamless academic program for each student.

- The special education teacher creates and implements lesson plans that are age appropriate, standards-based and meaningful for the students.
- The physical therapist supports each student's educational and therapeutic plan by offering: gross motor advancement; proper positioning; improvement and maintenance of range of motion; strengthening to muscle and bone; therapeutic exercise; increased physical activity and participation in life's activities; assistive technologies; and management of adaptive equipment.
- The occupational therapist supports each student's educational and therapeutic plan by offering: fine motor advancement; oral motor development; proper positioning; improvement and maintenance of range of motion; strengthening to muscle; improvement of self-help skills; facilitation of sensory development and experiences; assistive technologies; and management of adaptive equipment.
- The speech and language pathologist supports each student's educational and therapeutic plan by offering: receptive and expressive language development; oral motor development; assistive technologies and augmentative communication means; and literacy skills.
- The school nurse supports each student's educational and therapeutic plan by ensuring students nutritional needs, medications and other treatments are performed as well as assessing students medical needs

- The student's family supports their child's educational and therapeutic plan by providing the necessary supplies, feeding, medications and communicating any needed changes and concerns.

The importance of students with disabilities interacting with typical peers is well documented. At PACE we ensure this occurs on a regular basis with the following:

- Community outings
- Regular on-site visits by Volunteers
- PACE students having lunch, recess, and specials with typical peers (currently another Charter School).

This relationship is one of mutual benefit. PACE students, through typical peer modeling, may learn academic, social and behavior skills. At the same time, their typical peers learn from PACE students about diversity, compassion, patience, acceptance and facing challenges. The short term benefit of this relationship is to create friendships, while long term we are fostering a society more accepting of differences and respecting people from diverse backgrounds.

Professional Development

The leadership team is responsible for overseeing the school's professional development (PD). By analyzing student data, teacher and therapist input, as well as state and district initiatives, a plan is developed to enable the staff's professional growth. PACE, in conjunction with the District, provides a variety of professional opportunities for teachers and therapists, including during the first five days of the school year.

Additionally, PACE annually reviews several topics with staff including:

- Medical orientation - universal precautions, g-tube feeding, seizure review, emergency medical protocols
- Therapy orientation - safe lifting, equipment review, orthotics, transfers, feeding/swallowing, activities of daily living
- Bus Safety
- Fire and security drills
- Child Abuse and Neglect

Professional Development opportunities are tracked for attendance and completion and evaluated for effectiveness. All trainings conducted through Safe Schools are subject to competency testing with subsequent certification. Any in-house trainings provided by therapy or nursing staff require competency certification by a licensed provider. All additional trainings receive a subjective satisfaction survey.

PACE leadership team also provide topics and policies identified as needing further development.

Additionally, PACE staff are required to annually complete the online Safe-School trainings on

FERPA: Confidentiality of Records, HIPPA Overview, and Child Abuse: Mandatory Reporting, Blood-borne Pathogen Exposure Prevention, and Sexual Harassment Policy and Prevention.

Throughout the school year the following PD is embedded in the calendar:

- Monthly staff meetings (total 9 hours)
- Monthly Leadership Meetings (total 12 hours)
- Weekly teacher meetings (4 hours a month)
- Team meetings 1 month prior to a student's IEP
- Weekly Therapist meetings (4 hours a month)
- Designated school days dedicated to PD are also noted on the calendar

2f – Servicing Students with Disabilities

The MTSS (Multi-Tiered System of Support) is a team-based approach that utilizes instruction, intervention, and assessment practices to ensure all students at PACE receive the necessary level of academic and behavior support to be successful at school. RTI (Response to Intervention) is a framework of multi-tiered supports, employed to identify struggling students and provide them with interventions to target the areas of concern.

Students “graduate” (exit) PACE Charter School for the following reasons:

- Age out at 21 years (receive a certificate of completion)
- PACE is no longer the least restrictive environment and an alternate program is recommended
- Parents determine the child's needs can be served at a different program

As educators, we have responded to the requirements of rigorous standards set forth by public education policies at the federal, state and local levels. At the Federal level, the “No Child Left Behind” Act (now “Every Child Succeeds” Act (ESSA)) requires that all students participate in the general curriculum and participate in standardized testing to ensure students are progressing.

Specifically for students with disabilities, the following is a description of IDEA, Section 504, The American with Disabilities Act, and the recent Supreme Court case - Endrew F. vs. Douglas County School District.

Federal Legislation	
Individuals with Disabilities Education Act	The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and

(IDEA)	related services designed to meet their unique needs and prepare them for further education, employment, and independent living; to ensure that the rights of children with disabilities and parents of such children are protected; and to assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities. (IDEA, 20 U.S.C. §1400(d).
Section 504 of the Rehabilitation Act of 1973	<p>Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive federal financial assistance. All students with disabilities, who attend public schools, whether or not they are protected under IDEA, are protected under Section 504. Section 504 provides that schools must make reasonable program accommodations and physical accessibility to students who are identified under Section 504.</p> <p>PACE has the following procedural responsibilities under Section 504:</p> <ul style="list-style-type: none"> ● Appointment of a Section 504 coordinator ● Public notification of PACE responsibility under Section 504 ● Establishment of grievance procedures ● Self-evaluation ● Staff training ● Child find (29 U.S.C. §701)
The Americans with Disabilities Act (ADA)	<p>The impact of the ADA on special education services for students with disabilities is primarily limited to reinforcing and extending the requirements under Section 504 of the Rehabilitation Act of 1973. It also affects public education as an employer of persons with disabilities and in areas of public access, including architectural accessibility. The purpose of ADA is to:</p> <ul style="list-style-type: none"> ● Provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities ● Provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities ● Ensure that the federal government plays a central role in enforcing the standards established in this chapter on behalf of individuals with disabilities ● Invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment, and to regulate commerce in order to address the major areas of discrimination faced day-to-day by people with disabilities. (ADA, 42 U.S.C. §12101)

<p>Andrew F. v. Douglas County School District (2017)</p>	<p>A case in which the United States Supreme Court held that, under the IDEA, schools must provide students an education that is "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." In a unanimous opinion, the Court vacated the judgment of the United States Court of Appeals for the Tenth Circuit and held that the proper standard under the IDEA "is markedly more demanding than the 'merely more than <i>de minimis</i>' test applied by the Tenth Circuit."</p> <p>This case clarified that IDEA does indeed require an educational program reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.</p>
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In compliance with these federal, state and local regulations, PACE students receive instruction based on not only grade level content standards, but on goals and objectives in their Individual Education Plan (IEP). Subject specific *Key Program Performance Indicators* to state standards can be found in Appendices ⁵, ⁶ and ⁷ for Math, Science and Social Studies and in Appendix ⁸ for ELA (8a) and Transition (8b) and Appendix ⁹ for Early Learning

The procedure for identifying students with special needs is as follows:

For students admitted to PACE who have a current IEP in place from a previous school, PACE will hold an IEP review meeting no later than the 10th day following the student's start date. The IEP will be fully developed no later than 30 days following the initial IEP review. This PACE policy is in compliance with IDEA.

For students admitted to PACE who have no current IEP and are in need of evaluation, PACE will:

- i. Obtain consent from the student's parent or guardian for initial assessment.
- ii. Contract with a school psychologist to provide testing and participate in the IEP process.
- iii. Use more than one assessment tool to gather relevant academic and functional information about the student.
- iv. Use standardized tests that have been validated for the specific purpose for which they are intended and administered by trained personnel and in accordance with the

⁵ Math Key Performance Indicators
⁶ Science Key Performance Indicators
⁷ Social Studies Key Performance Indicators
⁸ ELA Key Performance Indicators
⁹ Early Learning Key Performance Indicators

instructions provided by the testing producer.

- v. Ensure the student is assessed in all areas of the suspected disability, and that testing is sufficiently comprehensive to identify all of the student's educational needs, regardless of disability.
- vi. Ensure that the assessment provides information that directly assists the team in determining the educational needs of the student.

Once the student has been identified as eligible for special education services, the IEP team will meet to develop the plan. The following table demonstrates the current PACE IEP process:

PACE IEP Process

Process Element	Responsibility
Notifications and Accommodations	<p>PACE staff will:</p> <ul style="list-style-type: none"> ● Notify parents or guardians in writing (or at least two alternative methods of notification) of need to schedule upcoming IEP meeting and request input ● Confirm time, date, and meeting place with parents or guardians, giving adequate time to accommodate family needs ● Inform parents or guardians of others who will be in attendance ● Inform parents that they may invite people to the meeting who have knowledge or special expertise about the child ● Send out a draft IEP and agenda five days prior to the scheduled meeting
IEP Team Members	<p>IEP team members will include:</p> <ul style="list-style-type: none"> ● Parents and guardians as key members of the IEP team. Families can provide information about the student's strengths and needs, as well as ideas for enhancing the student's education. They bring important information about the nature of the disability as it relates to day-to-day experiences of the student. ● Special Education Teachers are highly qualified and contribute important information and experience around educating children with disabilities. They have knowledge about modifying the general curriculum to help the student learn, and about supplementary aids and services needed to be successful. Teachers work with the student in a self-contained classroom devoted to students receiving special education services, and expose the student to typical/regular education students through inclusion, mainstreaming, and reverse mainstreaming as available.

	<ul style="list-style-type: none"> • The Legal Education Authority (LEA) is a school representative who knows about special education services and educating children with disabilities, and can address the necessary school resources. It is important that this individual have the authority to commit resources and to ensure that whatever services are set out in the IEP will actually be provided. • A school psychologist, or other qualified person is present, as required, to interpret test results of any completed evaluation. • Other professionals on the IEP team may include: physical therapists, occupational therapists, speech and language pathologists, audiologists, teachers of the visually impaired nurses, case managers, mental health providers, transition coordinators as age appropriate.
Other Requirements	<ul style="list-style-type: none"> • PACE ensures that the child's IEP is carried out as written. • Parents or guardians are given a copy of the IEP. • Each of the student's teachers and service providers has both access to the IEP and knowledge of his/her specific responsibilities for implementing the IEP. • The team reviews the student's IEP at least once a year, or more frequently if a review is requested by the parents or school. • As required, students attending PACE must be re-evaluated at least every three years. The IEP team will determine if a student needs more frequent re-evaluation. • If the parents or guardians do not agree with the IEP or placement, they may discuss their concerns with any member of the IEP team. If at that time, an agreement is not reached, parents or guardians can ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be made available.

Least Restrictive Environment

The Office of Special Education and Rehabilitation Services (OSERS) of the US Department of Education recognizes that some children with disabilities may require placement in settings other than the general education classroom in order to be provided with an education designed to address their unique needs¹⁰. PACE offers cross-categorical, self-contained classrooms in order to meet the unique needs of children with severe and multiple disabilities. The IEP team

¹⁰ Mitchell L. Yell, The Law and Special Education (Princeton: Merrill, 2006) 214.

determines the least restrictive environment¹¹ for the student, and the team may determine that PACE is not the least restrictive placement. For those students who are determined to be in need of a self-contained placement, PACE strives to integrate the student into the community as much as possible. PACE uses Community Based Instruction, field trips, and visits to neighboring schools to expose students to typical children. PACE also invites students from other schools, businesses, and community members to participate in programs and activities.

2g - Goals, Objectives and Assessment Planning

Goal 1: Student

100% of PACE Graduates will exit with a transferrable transition plan covering the SC-ALT areas of achievement including: independent living, post school education/training, career employment and communication

Objectives	Assessment
#1: 100% of students will graduate with increased self-care skills and decreased dependence on caregiver	MOVE Assessment Profile
#2: 100% of students will graduate with transitional skills consistent with their determined post-secondary placement	Transition IEP Goals & ULS Checkpoints and/or Benchmarks
#3: 100% of students will graduate with an achievable and scalable employment or entrepreneurship skill	Transition IEP Goals & ULS Checkpoints and/or Benchmarks
#4: 100% of Students will graduate with a transferrable communication system which maximizes their self-expression and autonomy	Transition IEP Goals & ULS Checkpoints and/or Benchmarks

Strategies: During the student’s exit IEP a transition plan is in place for post-secondary experiences (independent living, post school education training, career employment and communication)

Goal 2: Family

¹¹ IDEA defines Least Restrictive Environment (LRE) in the following way: *To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.* (IDEA, 20 U.S.C. §1412).

100% of PACE parents will increase parent empowerment and satisfaction for direction of student's post-secondary success.

Objectives	Assessment
#1: Increasing % of families expressing knowledge of their student's needs and plan	Indicator 8 Family Survey
#2: Increasing % of families expressing knowledge of resources and accommodations for their student	Indicator 8 Family Survey
#3: Increasing % of families expressing knowledge of how to advocate for their child's needs	Indicator 8 Family Survey
#4: Increasing % of parents expressing an established network of support	Indicator 8 Family Survey

Strategies: Educate families about the transition process and lifelong advocacy.

Goal 3: Community

PACE will increase fluidity of engagement between our student population, their peers, their community and their natural environment.

Objectives	Assessment
#1: Increasing # of student engagement in the community annually	Quantitative CBI Data
#2: Increasing # of Community engagement in on-site programming	Quantitative volunteer data
#3: Increasing # of peer engagement opportunities/hours	Quantitative student activity data

Strategies: Providing meaningful community experiences on site as well as within the community

Goal 4: Program

PACE will grow a standardized, replicable program that meets the needs of students, families and community. This program meets the needs of our students, establishes the standard for interdisciplinary education, and serves as the standard for programs for children with multiple, severe disabilities.

Objectives	Assessment
#1: PACE will grow to meet the needs of the	Indicator 8 Family Survey

students and their families annually.	
#2: PACE will establish the standard for interdisciplinary therapeutic and special education programs	Summary of student progress reports SLO data Student Attendance
#3: PACE will establish a sustainable, evidence based business and education model for replication	Global Organization Assessment

Strategies: Providing an innovative program aligned to SC educational standards and research on best practice

Assessment Plan

Routine standardized assessments are conducted annually. These assessments are built into each student’s data collection system. ULS checkpoints are assessed at the beginning and end of each unit (monthly) and ULS benchmarks are assessed annually; progress reports are measured every four and a half weeks. IEP goals, MOVE assessment profile and parent surveys are conducted annually. Data is administered and collected by teaching and therapy staff. PACE will partner with local universities for analysis of the data during the spring of each school year. During the final board meeting of the fiscal/school year, the Board of Directors will review the data relative to the four goals and corresponding objectives above. Performance of PACE Charter School is evaluated and incorporated in to the Charter School’s annual plan and budget to accommodate resources and professional development.

Parents are informed of student achievement data during progress reporting, at annual IEP meetings, and when appropriate, receive SC Alternate test results.

The following methods are used to assess student performance, progress and achievement:

Student Assessment Method	Description
SC Alt ¹²	The SC Alt is a computer based assessment

¹² The decision about a student’s participation in the SC Alt assessment is made by the student’s IEP team and is documented in the IEP. To determine if the alternate assessment is appropriate for the student, the IEP team reviews all important information about the student over multiple school years as well as instructional settings. The student must meet *all* of the following criteria as determined by the SC DOE:

- demonstrate a significant cognitive disability and adaptive skill deficit, which results in performance that is substantially below grade-level achievement expectations, even with the use of accommodations and modifications;
- Access to the state approved curriculum standards at less complex levels and with extensively modified instruction;
- currently possess adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments;

	<p>given to students over the course of 4-6 weeks in the following areas:</p> <p>Grades 3-8 Math and ELA plus Science for grades 4 and 6.</p> <p>High School- English, Biology, Algebra, US History and Constitution (grade determined by CCSD)</p>
IEP Goals and Objectives	<p>Student's progress on IEP goals and objectives are reviewed every 9 weeks.</p> <p>Yearly (or sooner if requested) review of IEP including present level of performance and progress on current goals and objectives</p>
<p>Unique Learning Systems</p> <p>GPS (Goals, Preference Skills)</p>	<p>A research-based assessment measuring progress and success in students with disabilities. Each assessment - modified to accurately capture present skill levels and guide individual instruction - is designed to meet a specified skill and standard.</p> <p>Benchmark Assessments help to establish baseline data and track and monitor progress in targeted skill areas (including reading, writing, math, transition and emerging skills).</p> <p>Checkpoints provide pre- and post-assessment measurements of monthly unit content and skills acquisition.</p>
MOVE Assessment Profile	<p>A data collection booklet used to monitor progress in the MOVE (Mobility Opportunities Via Education/Experience) Program.</p>
DOE Indicator 8 Survey	<p>The United States Department of Education mandates that states survey parents annually regarding: satisfaction with special education programming, opportunity for involvement,</p>

• be unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction; and the inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.

	and the educational plan meeting the child and family's educational, social, and emotional needs.
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3 - Organizational Plan & Capacity

3a - Board of Directors

PACE Charter School's parent company Pattison's Academy is organized as a South Carolina non-profit corporation. Copies of Pattison's Academy's *Bylaws and Articles of Incorporation* are presented in Appendices ¹³ and ¹⁴.

In its 14th year of operation, Pattison's Academy continues to be governed by the Pattison's Academy Board of Directors who are either elected or appointed, and serve in accordance with the requirements of the South Carolina Charter School Act 1996, as amended, and who demonstrate commitment to the school's mission. The Pattison's Academy Bylaws describe compliance to the South Carolina Code of Laws (S.C. Code § 59-40-50). Charter School Act for Director Qualifications, Board Composition and the Processes for Board Director Elections.

The *List of current Board Members* is provided in the Appendix ¹⁵.

Philosophy of Governance

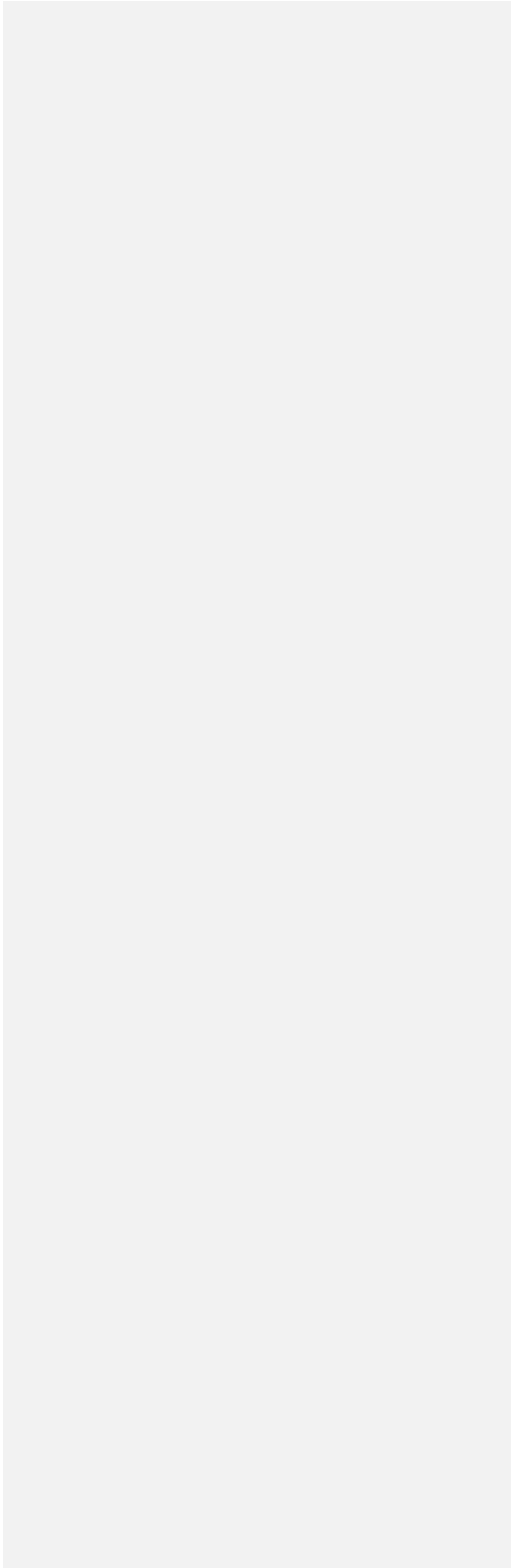
Pattison's Academy is centered on a philosophy of governance that includes all stakeholders and invites the community to engage in the overall success of all students. It is governed by a Board of Directors with a structure of officers, by-laws, and delegation of management to an Executive Director and School Principal. The job and methodology of educating is within the control and decision-making of professional educators and support staff. Strategic direction, policy making, and fiscal stewardship resides with the Board of Directors.

Board Responsibilities

Each board member, prior to beginning service on the board, and before the start of each fiscal year, signs a commitment statement (Appendix ¹⁶). Board members also sign the *Conflict of Interest Statement*, Confidentiality Agreement and the *Whistle Blower Statement*. (Appendices ¹⁷, ¹⁸, ¹⁹)

In the commitment statement, each board member fully commits to the mission of Pattison's

¹³ PACE Bylaws
¹⁴ PACE Articles of Incorporation
¹⁵ List of Current Board Members
¹⁶ Board Member Commitment
¹⁷ Conflict of Interest Policy
¹⁸ Confidentiality Agreement
¹⁹ Whistleblower Policy



Academy: to improve the lives of children with multiple, severe disabilities by providing a comprehensive education and rehabilitation program.

The Board of Directors has the following responsibilities:

1. Financial stewardship of Pattison's Academy;
2. Oversight of compliance with Bylaws, Policies and all applicable laws;
3. Setting of strategic direction, adoption of board policies and procedures, management of the Executive Director and assurance of the health, well-being of Pattison's Academy and its quality of programming.
4. Pursuit of excellence in governance and management, promotion of a culture of strategic inquiry and learning, and engagement in PACE advocacy efforts advancing the school's mission and work.
5. Oversight of third party contracts;
6. Hearing of appeals of annual teacher contracts, leadership dismissals and student expulsions.

Board of Directors - Personal Commitments

Each member of the board makes a personal commitment to:

1. Participate in the leadership of Pattison's Academy by actively attending, either in person or by phone, in at least 80% of the regularly scheduled board meetings and the annual board retreat;
2. Serve on and actively engage in the work of at least one board committee and attend, or be available by phone, for the majority of committee meetings;
3. Adhere to the Pattison's Academy *Conflict of Interest Policy, Confidentiality Agreement* and the *Whistle Blower Statement*
4. Recommend to the Pattison's Academy Governance Committee potential board nominees with the ability to make meaningful contributions of time and resources to the organization;
5. Determine and pursue a personal goal for the program each year.
6. Financially donate at a personally significant level;

Board Elections:

Qualifications for board nominees

1. All directors shall be natural persons and residents of the State of South Carolina. The Board of Directors shall be composed of individuals who are

interested in furthering the long-range mission, objectives, and policies of the Corporation. Individuals who may assist the Corporation in achieving its goals may be nominated by any Director or by the Governance Committee for election by the current Board of Directors at the annual meeting of the Corporation. Directors elected in this format may comprise up to 50% of the board.

2. At least fifty percent (50%) of the members of the Board of Directors must be individuals who have a background in K-12 education or in business.
3. In addition, at least fifty percent (50%) of the current members of the Board of Directors must be elected by the employees and the parents or guardians of students enrolled in the Charter School. Parents or guardians shall have one vote for each student of such parent or guardian enrolled in the Charter School.
4. In accordance with the Charter School Act, no person receiving pay as an employee of the Charter School may be a director.
5. A person who has been convicted of a felony must not be elected to the Board of Directors per the Charter School Act.

Election of Directors

1. An election of up to 50% of directors shall be held at each annual meeting of the Board of Directors in July. Each of these directors shall be elected for a term of two years and the board shall use reasonable efforts to stagger the terms of these directors so that the terms of no more than one-half (1/2) of this number of directors are expiring in any given year. These directors shall be elected by a plurality of the votes cast. Directors shall be allowed to serve for three (3) consecutive two (2) year terms after which any such director must rotate off the board for at least one (1) year prior to being eligible for re-election. In the event of an increase in the number of directors, the additional directorships may be filled in the same manner as a vacancy in the board.
2. Within two (2) weeks of the beginning of May each year, the Corporation will hold a pre-election meeting for all employees of the Charter School and all parents and guardians of students enrolled in the Charter School. Alternately, parents and guardians and employees will be contacted by email or letter. Upon the pre-election contact, the Corporation will begin accepting written nominations for directors and shall continue to accept nominations until 5:00 p.m. on the date that is seven (7) days from (and including) the date of the pre-election contact. Within seven (7) days of the close of nominations, the Corporation will distribute ballots for the election of directors to all eligible voters. The deadline for submission of the executed ballot, seven (7) days from the distribution of the ballot, will be clearly noted on the ballot. All employees of the Charter School and all parents and guardians of students enrolled in the Charter School are eligible to vote in

the election of directors. School administration will determine the method of acceptance for the executed ballots.

3. Current members of the Governance Committee shall be required to determine whether a nominee is an individual who has a background in K-12 education or in business and shall ensure that at least fifty percent (50%) of the members serving on the Board of Directors at any time are individuals with a background in K-12 education or in business. Any person nominating an individual for election to the Board of Directors may indicate in the nomination that such individual has a background in K-12 education or in business and the Board of Directors may determine in its reasonable judgment whether such individual, in fact, meets such qualifications.

Board Meetings

Board Meetings are held monthly on the third Tuesday of each month at 5:00 PM at Pattison's Academy. The meeting schedule and meeting minutes are posted on the Website (<https://www.pattisonsacademy.org/board>). Date, time and location of meetings are subject to change or cancellation which will be noted on the website. Meetings are general meetings and are open to the public for the transaction of any business within the powers of the board without special notice of such business, except in any case where special notice is required by law or by the By-laws.

Pattison's Academy and its governing body complies with the Freedom of Information Act as stipulated in the following link: <http://www.scstatehouse.gov/code/t30c004.php>.

Board Committees

Pursuant to the Bylaws, the Corporation maintains a standing Executive Committee. The Governance Committee and the Finance Committee are standing committees stipulated by board policy. (See Appendices ²⁰ & ²¹).

The board may create such other standing committees of the board as it deems prudent for the conduct of the Board's business.

- Standing board committees exist until they are dissolved by the board.
- The Board Chair will appoint the chairs and members of all board committees. The Chair of a Board Committee must be a current member of the Board of Directors. Board Committee Chairs serve on the Executive Committee.
- Board committees are authorized to conduct such activities which are delegated to it by the board in a written description of responsibilities.
- The Executive Director or his/her designee will provide staff support for board

²⁰ Governance Committee

²¹ Finance Committee

committees.

- Board committees report directly to the Board of Directors.
- The board chair may create any other ad hoc committee or work group as he or she deems prudent to research matters and make recommendations to the board that do not fall into the scope of any standing committee.

Ad hoc committees cease to exist when their task is complete or until the end of the current board chair's term, whichever comes first.

Officers

The officers of the Corporation shall be a President, one or more Vice Presidents, a Secretary, and a Treasurer. The officers shall perform such duties as usually pertain to the offices that they hold or as may be assigned to them by the board. The officers, elected members of the Board of Directors, shall be elected annually at the Annual Meeting of the Board by a majority of the votes cast. Officers may succeed themselves in office.

In the case of vacancy, a new board chair is elected by a majority vote of the board. Other officers are appointed by the chair.

Removal of Directors

Any director may be removed at any time for cause at any meeting of the board by a vote of the Board of Directors. Cause will be considered failure to organize or neglect of duty according to the South Carolina Charter School Act of 1996, as amended (S.C. Code § 59-40-75 (Supp. 2006)). Directors shall be expected to attend at least sixty-six percent (66%) of all board meetings and of all meetings of the committee or committees on which he or she has agreed to serve. A director shall be removed for conviction of a felony crime or crime of moral turpitude. Any representative may resign at any time. At the discretion of the Chairperson, board action may be approved telephonically or electronically and ratified at the next subsequent meeting. Nothing herein shall preclude any member from seeking a maximum of two consecutive full terms on the Board of Directors.

Board Training & Capacity Building

Pattison's Academy's Board of Directors engages the services of the Public Charter School Alliance of South Carolina which provide national experts on best practices in governance of public charter schools. Additionally, recognizing the Charter School's non-profit status, Pattison's Academy participates in the *Together SC--Allies for Good Summit*.

Within one year of taking office, all persons elected or appointed as members of the Pattison's Academy Board of Directors complete an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, personnel, instructional programs, school finance, school law, ethics, and community relations.

Along with the mandatory board orientation, the board actively builds capacity by participating in ongoing board training workshops and conferences offered by the Alliance on effective meeting

management, principal hiring and evaluation, understanding financial audits and student achievement data, compliance with state and federal laws, and all other facets of excellence in charter school governance.

Other training resources the Board accesses include training, seminars, and conferences offered through the SC Department of Education, CCSD, the Public Charter School Alliance of SC, and the National Alliance for Public Charter Schools.

Annually, the Pattison's Academy Board holds its retreat or summit to determine strategic goals and the annual plan for the following year.

3b-Parent & Community Involvement

Because the full extent of the needs of our students are often not adequately addressed by traditional school services, the success and development of PACE is critically important to our students, their families, and the community-at-large.

Indeed, PACE Charter School was born out of the unmet need for families, professionals, and community members to provide children with multiple and severe disabilities high quality educational choices. From that beginning, PACE's parents and community members continue to be instrumental in shaping the strategy, direction and outcome of our educational programming and supplemental services.

Given the importance these relationships, PACE proactively seeks to build their strength. We recognize that in order to meet the educational needs of our students, we must integrate their various medical, physical and psycho-social needs into our programming, requiring constant coordination and collaboration with their own network of community-based providers. PACE Charter maintains a strong and mutually beneficial relationship with the Charleston community where we offer skill-building volunteer opportunities and the community provides both public and private funding and community-based learning opportunities.

Parents, educators, and community members are represented in the governance of the school through their vote for board members. Stakeholders can become involved not only through the Board, but through sub-committees as well. Board meetings are held monthly and are open to the public.

Family Involvement

At an operational level, in order to best serve our students, near-constant family engagement is critical to our students', and our school's, success. We engage parents through daily logs that outline lessons, personal care, therapies received, hygiene, toileting, etc. Parents are strongly encouraged to review these daily and to revert with any pertinent communications from home. On a formal basis, parental conferences are conducted annually, as well as on back-to-school night.

PACE Charter School also hosts an active parent association known as Parents of PACE or

POPs. POPs supports the furtherance of our mission and vision by organizing fundraisers, volunteering for events, serving on committees, steering classroom programming, and supporting staff. Recognizing the unique nature of our student population, POPs is also an opportunity for parents to network and collaborate with others with a shared, but rare, life experience. POPs meetings are held monthly and are opportunity for parents to engage, learn and steer.

One hundred percent (100%) of our student roster consists of students with Individualized Education Plans. Parents and caregivers are instrumental to this process, as they provide singular knowledge regarding their child's and family's strengths and needs. Their input guides our interdisciplinary team in drafting an IEP that addresses not only their child's overall successes, but recognizes and targets those priority areas that will have the highest impact on the student's academic achievement and functional independence.

Community Support:

Every child deserves the equity of opportunity to reach their maximum potential in education, self-care, communication and community engagement. And, while our children have wonderful strengths, they also require a great deal of external support and assistance to achieve this maximum potential. Our strong relationship with the community reflects their commitment our common goal, both in our role as a Charter School as well as a core community nonprofit.

Community partners are deeply engaged with us in fiscal, educational and volunteerism relationships. Specialized programming must be adapted to meet the needs of each individual child, a task requiring a significant number of volunteers. These volunteers provide supplemental care and oversight for our children, facilitating their engagement in educational activities. At the same time, these are often skill-building volunteer roles, and are often a precursor to the pursuit of advanced studies or employment in educational or health fields.

Additionally, community members provide an outlet and venue for our children to engage in Community Based Instruction. Key to our curriculum, CBI programming gives children the opportunity to master their educational targets in the natural, community based-setting, which lays the foundation for these skills post – graduation. In return, these community learning sites gain first-hand exposure to the strengths of our student population and the significant contributions they can provide the Charleston community. It is truly a mutual learning experience.

Our community partners also support us with supplemental financial and in-kind assistance, including from Charleston-area Foundations, Corporations and other Non-Profit Organizations.

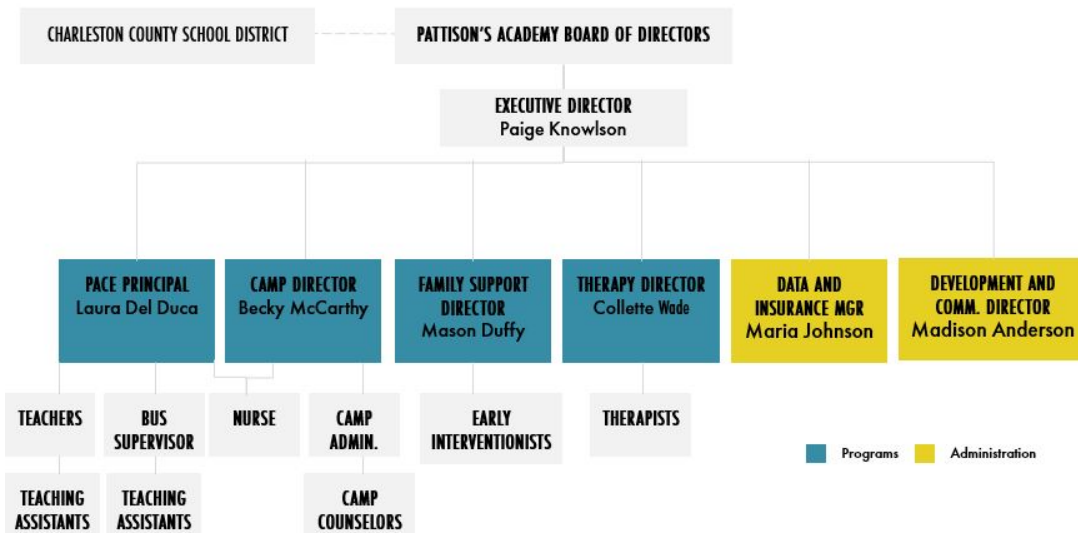
3c - Administrative Structure and Building Leadership

PACE's mission, vision and operations are executed through an interdisciplinary structure. Of necessity, this structure is diverse in background and discipline to meet the pupil's educational, therapeutic and medical needs, ensuring maximum academic achievement. The interaction of all disciplines is guided by an Interdisciplinary Leadership Team, which coordinates all decisions, direction and strategy.

Pattison's Academy Reporting Structure

Commented [1]: added updated org chart

PATTISON'S ACADEMY ORGANIZATIONAL CHART



Executive Director of Pattison's Academy

Pattison's Academy is the parent company of PACE. The Executive Director of Pattison's Academy is responsible for its organizational development, management, public relations, and resource development, and regularly reports to and advises the Pattison's Academy Boards of Directors. The Executive Director also assists with ensuring administrative authority and oversight of Pattison's Academy, including the Principal and Therapy Director. In the absence of the Executive Director, the Principal and Therapy Director shall report directly to the Board of Directors. The Executive Director is selected by a hiring committee consisting of at least two (2)

board members, two (2) members of the Leadership Team and one (1) parent. A vacancy in the Executive Director role is posted publicly for two weeks, resumes are screened and at least two interviews are conducted using

The *Executive Director Job Description* can be found in Appendix ²².

Principal (Education Director)

The Executive Director delegates to the Principal the authority for management and execution of day-to-day activities of the school, including the management of personnel. Teachers, teaching assistants, nurses, bus drivers and custodians are under the direct supervision of the Principal. The administrative policies, communications from the Board, assignments of work duties, and instruction schedules are communicated to the staff through the Principal. The Principal is accountable for having appropriate knowledge of all laws, regulations and instructions governing the position. The Principal serves as a liaison among the school, the Board, and the Executive Director.

In the event of a vacancy, the position will be published to the public for at least two weeks. The Principal is selected by a hiring committee consisting of at least one (1) board member, the Executive Director, one (1) teacher, one (1) member of the Leadership Team and one (1) parent. The job is posted publicly for two weeks, resumes are screened and at least two interviews are conducted using a matrix.

The Principal *must* hold a current SC certification of administration or have at least one year of experience in school-based administration.

The *Principal Job Description* can be found in Appendix ²³.

Director of Therapy

The Director of Therapy is a contracted position serving PACE. The Therapy Director has the following responsibilities:

- Oversight of daily operations to assure appropriate delivery of rehabilitative services
- Maintenance of a current therapy schedule for all therapists, teachers, and staff to ensure delivery of rehabilitative services as specified in each student's IEP. Appropriate delivery of rehabilitative services will meet those goals, requirements and conditions within the four elements of each student's IEP (Law, Budget, Knowledge, Attitude).
- Sits on the Leadership Team to ensure all programming and services are structured to reach the therapeutic needs of the student population as a whole, and the supports, equipment and training are in place for staff to tailor this programming to the unique

²² Executive Director Job Description

²³ Principal Job Description

goals and targets of each individual student

The *Therapy Director Job Description* can be found in Appendix ²⁴.

Nursing Director

The Nursing Director serves the students and staff as the liaison to the medical field, ensuring the following:

- Oversight of daily provision of nursing services to students either through direct provision or training and supervision of additional nursing staff
- Maintenance of nursing operations to ensure the department remains compliant with Medicaid, State Department of Education and Charleston County School District's guidelines, as well as current best practice recommendations
- Participation on the interdisciplinary Leadership Team to ensure all programming and services discussed are structured to reach the medical needs of the student population as a whole, and staff is fully trained, consistent with approved policies and procedures

The *Nursing Director Job Description* can be found in Appendix ²⁵.

Finance Director

The Finance Director acts as the on-site executor of the board-approved *Financial Policies and Procures*, prepares financial reports for the Executive Director and the Board of Directors, coordinates the annual audit, and liaises with PACE Charter School's contracted accounting/payroll firm.

The *Finance Director Job Description* can be found in Appendix ²⁶.

Interdisciplinary Leadership Team Responsibilities

PACE's interdisciplinary Leadership Team is comprised of the Executive Director, Principal, Therapy Director, Nursing Director, Camp Director and Finance Director. This team ensures quality of educational programming, student success and staff engagement. This team is dually responsible for informing the Board of Director's strategic direction and executing the operations as recommended by the families and Board of Directors.

Responsibilities of the Leadership Team include:

- Vigorous implementation of the school's mission
- Development of educational and therapeutic programs
- Recommendation to and implementation of policies, guidelines and procedures adopted

²⁴ Therapy Director Job Description

²⁵ Director of Nursing

²⁶ Finance Director Job Description

by the board;

- Recruitment and retention of quality staff;
- Preparation of the annual budget for board approval;
- Review of current research and development for school improvement;
- Public support of school through communication of its activities, needs and successes
- Compliance with South Carolina State Department of Education standards
- Planning and leadership in the school's professional development activities in collaboration with faculty;
- Evaluation of all school faculty and staff;
- Maintenance of current student and personnel records, including their secure archiving
Solicitation of supplemental funding and contributions to grant writing.

Professional and Staff Development

PACE recognizes that effective schools and education programs must actively seek and implement training regarding best practices. These evidence based curricula, strategies or techniques will be identified by leadership and staff based off the needs of the school, programs and students.

- In accordance with S.C. Code Ann. § 59-40-20, PACE's Leadership Team will provide professional development opportunities through: Scheduled on-site professional development programs
- Access to Charleston County School District, State Department of Education and the South Carolina Charter School Alliance's professional development calendar and programs
- A professional development budget that can be used for researched and approved training opportunities
- Curriculum and instructional support by the Reading Specialist and Principal
- Monthly staff meetings with opportunities to request additional content for instructional support
- Weekly Teacher Meetings with instructional support from the Principal
- Annual Professional Development week including: instructional support, therapy/nursing training, transportation safety training, technology support and classroom management training.

The current budget includes a professional development budget that can be used for:

- On-site in services on professional development days
- Off-site group trainings by accredited providers, including travel and per diem.

- Individually pursued and executed professional development opportunities, including travel and per diem.

With limited funds, our professional development budgeted is best stewarded when professional development and best practice learnings can be disseminated across all disciplines. Therefore, following an individual's attendance at an off-site professional development, the content is typically disseminated to all staff through subsequent in-services, with competency verification, as applicable.

School Leadership Evaluation

The Executive Director of PACE Charter School is evaluated annually by the Compensation Committee of the Board of Directors, using the matrix found in Appendix ²⁷.

The Board of Directors established a systematic means of evaluating the effectiveness of the Executive Director, guided by best practices recommended by the South Carolina Public Charter School Alliance and Together SC. The executive director is evaluated every August on the following factors: 1) Leadership and Managerial Qualities; 2) Judgement and Sensitivity; 3) Knowledge and Skills; 4) Board Relations; 5) Community Relations/Political Effectiveness

The Executive Director, in turn, annually evaluates the Interdisciplinary Team for leadership and direction of their respective departments. This evaluation is conducted at the individual program director's annual anniversary of employment. The Evaluation is structured using the Non Profit *Program Director's Evaluation Tool* (Appendix ²⁸) furnished by Together SC, which evaluates the following factors:

Director Evaluation Criteria

- | | |
|------------------------------------|-----------------------------------|
| 1) Administration | 9) Job Knowledge |
| 2) Knowledge of work | 10) Leadership |
| 3) Communication | 11) Making Change and Improvement |
| 4) Teamwork | 12) Organization Relations |
| 5) Decision Making/Problem Solving | 13) Dependability |
| 6) Expense/Revenue Management | 14) Safety |
| 7) Human Resource Management | 15) Employee Responsiveness |
| 8) Independent Action | 16) Reporting |

Additionally, the Principal's performance is evaluated using the *Principal's Evaluation Instrument*

²⁷ Executive Director Evaluation Matrix
²⁸ Non Profit Program Director's Evaluation Tool

(Appendix ²⁹) which evaluates the following measures:

Principal Evaluation Criteria

- | | |
|-------------------------------|---|
| 1) Vision | 6) Ethical Behavior |
| 2) Instructional Leadership | 7) Interpersonal Skills |
| 3) Effective Management | 8) Staff Development |
| 4) Climate | 9) Principal's Professional Development |
| 5) School/Community Relations | |

3d – Employees

Administrative Staff

PACE employs administrators and teachers in a manner consistent with the South Carolina Charter Schools Act and Every Student Succeeds Act (2015). Pursuant to Section 59-40-50 of the South Carolina Charter Schools Act, the Principal meets the following minimal qualifications: (1) valid South Carolina teaching credential, (2) master's degree, and (3) administrative certification, or at least one year of experience in school-based administration.

Teachers

1. PACE employs teachers who hold Special Education Certification in the areas of served disability in compliance with Charter School Law. PACE strives to maintain a ratio of nine (9) students to one (1) teacher and two (2) teacher assistants.
2. PACE employs teachers in a manner consistent with the South Carolina Charter Schools Act, and the Every Student Succeeds Act (2015). At least seventy-five percent of PACE teachers will be certified. Core academic teachers will meet qualifications that are in alignment with the South Carolina Charter Schools Act and the Every Student Succeeds Act (2015) and will thus meet the following minimum qualifications: (1) has earned a bachelor's degree; (2) demonstrates content knowledge per current State Board of Education requirements; (3) holds a valid South Carolina Teaching Certificate with no waivers of any requirements.
3. Special education teachers needing additional certification in order to better assist students with special needs will have one (1) year to take course work necessary to gain this certification.

Teacher Job Description can be found in Appendix ³⁰.

Teaching Assistants

²⁹ Principals Evaluation Instrument

³⁰ Teacher Job Description

The Teaching Assistant is a critical role supporting all aspects of the program. At least two (2) per classroom, these individuals provide the hands-on support to our children to execute their hygiene, personal care, education and therapeutic needs. They collaborate and provide support to our teaching and therapy Staff. *Teaching Assistant Job Description* can be found in Appendix ³¹.

Literacy Coach

The Literacy Coach provides support and mentoring to our teachers to generate improvement in reading and literacy instruction. Through professional development, modeling effective instructional strategies, coaching, and training in data analysis an improvement in student achievement are seen.

Literacy Coach Job Description can be found in Appendix ³².

Director of Transportation

The ability to safely and efficiently transport students to the school is critical to successful implementation of the program. The Director of Transportation is responsible for overseeing the transportation staff, as well as acting as the liaison between the school and the parents. In addition, the Director of Transportation is responsible for the maintenance of the bus fleet and the administration of the bus program.

The *Director of Transportation Job Description* can be found in Appendix ³³.

Bus Driver

Our transportation staff is an essential part of our educational system. Drivers are responsible for inspecting and monitoring the status of the buses, safely navigating their provided bus routes and monitoring the children as they get on/off the bus. They ensure the safety of our children.

Bus Driver Job Description can be found in Appendix ³⁴.

Bus Assistant

Bus Assistants are responsible for monitoring the children on the bus. This includes assisting the children safely enter/exit the bus, ensuring they're adequately secured according to safety guidelines, and monitoring them during route for any medical emergencies.

The Bus Assistant Job Description can be found in Appendix ³⁵

Teacher of the Visually Impaired:

The majority of the students enrolled at PACE have neurological disabilities, which may result in visual impairments. As a result, we include visual screening, subsequent assessments and

³¹ Teaching Assistant Job Description

³² Literacy Coach Job Description

³³ Director of Transportation Job Description

³⁴ Bus Driver Job Description

³⁵ Bus Assistant Job Description

intervention in our curriculum. These services are provided at the guidance of a Teacher of the Visually Impaired (TVI). They are individualized per child, and outlined in their IEP. The TVI conducts these individualized assessments and develops intervention plans, trains teachers, therapists and support staff according to intervention plan and conducts professional development trainings throughout the year on relevant visual topics.

Employment Process

It is the intent of PACE to recruit and select employees on the basis of qualifications and merit. PACE, as required by federal and state laws, does not discriminate on the basis of race, religion, color, handicap, disability, gender, sexual orientation or identification, citizenship, veteran status, political affiliation, age or national origin. The school is committed to non-discrimination in its employment practice.

The Principal determines the most effective recruitment process depending on the specific job vacancy. The Principal may consider strategies that include the following: Publication on Internet hiring sites or sponsor (CCSD) websites, advertisement in local, state and regional newspaper, in professional publications, or with college and university placement services; outreach to students enrolled in teacher education programs; internal and external searches. All individuals seeking employment must apply in writing. The following documents must be submitted as part of the application process: application form; copy of diploma, degree or certificates; transcripts; South Carolina teaching credentials; therapist license, if applicable. The school will not consider the individual's application file complete until these documents have been received. The Principal will receive all applications for education job vacancies, teachers and teacher assistants, and will perform the initial screening to ensure the applicant meets minimum training, education, and experience requirements for the position. The Transportation coordinator will receive all applications for transportation vacancies and will execute the hiring process. The Executive Director will lead the hiring process for all members of the Leadership Team.

Using the information gained during the selection process, the Principal will make a determination as to who will be invited to participate in the interview process. The Principal, or her or his designee, will schedule and conduct interviews. Following the completion of interviews, the entire recruitment package for each applicant will be reviewed for consideration. This phase will ensure that the applicant who is selected is among the most qualified and suited for the position. The applicant who is chosen will undergo a background check, a criminal record check (SLED), and a Central Registry of Child Abuse and Neglect check. If the applicant passes all of the background checks, and all other application requirements have been met, the Principal completes a new-hire package to present to the PACE Board of Directors. Upon approval by the Board, the Principal will make a written offer of employment to the selected candidate.

Terms and Conditions of Employment

The Board of Directors approves the terms and conditions of employment of all employees. The terms and conditions comply with 41-10-30 of the South Carolina Code of Laws regarding

notification of employees of wages, hours, record keeping, and the requirement of itemized statements of gross pay and deductions for each pay period. The *Employee Handbook* (Appendix ³⁶) addresses all policies relating to terms and conditions. The Administration maintains the handbook, and the Board of Directors reviews the handbook annually. All employees receive an Employee Handbook annually and all employees receive a written and digital copy of any revisions as they occur. All employees sign a statement noting they have received the handbook, annually, and that they accept the policies and procedures it denotes. All policies and procedures will comply with state and federal law. Below are some of the specific terms and conditions for employment.

The school uses state classifications and compensation plans and policies as a general guideline for salaries. These plans are based upon the duties and responsibilities as required by the various job classifications, and are designed to provide a uniform salary scale. Specific salaries are determined on the basis of education, experience, skill level, and the responsibilities of the position. The salary structure for employees in positions for which the State Department of Education requires certification will be generally based on comparable compensation rates developed by the Charleston County School District.

Daily attendance by PACE employees is expected in order to provide continuity of care and education. PACE does recognize, however, that certain absences are unavoidable. At such times, employees should take leave in accordance with the policies developed by the Board of Directors.

Grievance and Termination Procedures

Teacher Dismissal Procedures

The Principal and Executive Director execute the procedures for the employment and dismissal of teachers on or before May 15th of each year, and the Principal notifies in writing each teacher of his or her status for the ensuing school year prior to that date as well. If PACE fails to notify a teacher who has been employed for a majority of the current school year of his or her status for the ensuing year, the teacher shall be considered re-employed for the following year, and PACE will issue a contract to such teacher as though PACE had re-employed such teacher in the usual manner. Notices of intent not to renew an employment contract shall be given in writing no later than May 15th of each year. Any teacher who is re-employed shall notify PACE in writing by May 25th of the acceptance of the contract. Failure on the part of the teacher to notify PACE of acceptance within the specified time period will be conclusive evidence of the teacher's rejection of the contract.

Any teacher given notice that he or she will not be re-employed will have the opportunity for a hearing regarding cause for dismissal of the teacher. A teacher may be dismissed at any time for incompetency or is unable to give instruction in accordance with the directions of the Principal. The Principal will give written notice and an opportunity for a hearing. In the event the Principal has reason to believe that the well-being of the students is at risk, the dismissal of a

teacher will be immediate without notice. The Principal will notify the teacher in writing of the suspension, and of his or her right to appeal to the Board of Directors. A request for a hearing with the Board of Directors must be submitted in writing by the teacher within fifteen days of notification of suspension. The salary will be ceased upon the Board's decision to sustain the suspension. If sufficient grounds for suspension are not subsequently found, the teacher will be reinstated without loss of compensation. The board shall hold the hearing not less than ten days, and not more than fifteen days after the request is served. The Board shall notify the teacher of the time and place of the hearing not less than five days prior to the date of the hearing.

The Board shall maintain record of the hearing. The teacher has the right to be present at the hearing, has the right to obtain counsel, and has the right to cross-examine witnesses. Within ten days following the hearing, the Board shall determine whether the evidence showed good and just cause for the notice of suspension or dismissal, and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal. The decision of the Board is final.

Employment and Dismissal procedures for Administrative, Paraprofessional and Non-Teaching Staff

The selection, employment, and dismissal of non-teaching staff (excluding therapists and nursing) are the responsibilities of the Principal. The Principal may dismiss staff for good and just cause during the term of employment provided the employee is given an opportunity for a hearing before the Board. In the event the Principal has reason to believe that the well-being of the students is at risk, then the dismissal of an employee will be immediate without notice. The Principal will notify the employee in writing of the suspension and of his or her right to appeal to the board. A request for a hearing with the Board must be submitted in writing within fifteen days of notification of suspension. The salary will cease upon the board's decision to sustain the suspension. If sufficient grounds for suspension are not subsequently found, the employee will be reinstated without loss of compensation. The board shall hold a hearing not less than ten days, and not more than fifteen days after the request is served. The Board shall notify the employee of the time and place of the hearing not less than five days prior to the date of the hearing.

The Board shall maintain record of the hearing. The employee has the right to be present at the hearing, has the right to obtain counsel, and has the right to cross-examine witnesses. Within ten days following the hearing, the Board shall determine whether the evidence showed good and just cause for the notice of suspension or dismissal and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal. The decision of the Board is final.

3e – Enrollment

Our admission policies and procedures reflect compliance with all federal and state laws and

constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

The admission policies and procedures provide that, subject to space limitations, PACE admits all Charleston County School District applicants. If the number of applications exceeds the capacity designated by the Principal and Executive Director, students will be accepted by lottery, as specified in federal or state guidance. Appeals will be made in writing to the Board of Directors

PACE will not limit or deny admission or show preference to any individual group. In accordance with S.C. Code Ann. § 59-40-50 no more than 20% of student enrollment will reside outside of Charleston County School District.

Enrollment priorities may include: a) sibling of a pupil currently enrolled and attending or who, within the last six years, attended PACE Charter School; b) Children of PACE employees.

Racial Composition

According to the Charleston County School District, the racial composition of Charleston County Schools is 51% African-American students, 42% Caucasian students with 7% falling into the category of "other." PACE students cover all attendance areas of the district, PACE recruits, registers, and admits students in a manner that ensures the enrollment of the school is similar to the racial composition of the school district. The racial composition of the charter school enrollment will reflect that of the Charleston County School District, with a variance of no more than 20%.

Desegregation Plan or Order: Charleston County is not currently under a desegregation plan or order. Should the district be placed under such an order during the operation of PACE, the school will respond as directed by the order.

Recruitment and Enrollment Policies and Procedures

The following policies and procedures are used to recruit students in a manner that is consistent with the racial makeup of the sponsor district:

Prior to each year of implementation, PACE informs students and parents/guardians in the community about the charter school, and solicits applications in a variety of ways in order to give students of all genders, races, national origins, colors and disabilities an equal opportunity to attend. Each year, PACE publicizes information in a series of media releases, neighborhood meetings held at a variety of times and locations, and brochures placed in various locations around Charleston County.

Informational flyers and posters are sent to agencies that have routine contact with children who have severe and multiple disabilities. These include: The Disabilities Boards of Charleston, Berkeley and Dorchester Counties, MUSC Children's Hospital, Disability Resource Center, Easter Seals, Baby Net, Child Find, Therapy Practices Neurologists, and Doctors of Orthopedics.

Admission

The PACE Charter School operates in accordance with the South Carolina Charter Schools Act. All students ready to enter Kindergarten through 12th grade and residing in the Charleston County School District (CCSD) are eligible to apply for admission to attend PACE. It is the intention of PACE Charter School to serve children who have or qualify for an IEP in Charleston County schools and who would benefit from PACE's unique holistic approach to education.

PACE targets a population of public school students with severe and multiple disabilities whose primary impairments are orthopedic and cognitive. Parents or guardians of potential students complete an application and mail it to PACE Charter School Principal, 721 Wappoo Road, Charleston, SC 29407. For the current year, openings are filled at the discretion of the Principal.

For the following year, applications will be date-stamped as they are received between October 1st and January 1st. Applications received after January 1st will be considered if additional space is available. In the student's subsequent years, applications will be mailed to the school. On January 11th, the applications will be reviewed, and families will be contacted to schedule an admissions meeting with school staff, to include the Principal, a special education teacher, a nurse, a physical therapist, an occupational therapist, and a speech and language pathologist.

At the admissions meeting, staff will explain the school mission, model, and philosophy. The prospective student will work with the staff, and the staff will discuss the student's options and the federal mandate of least restrictive environment.

Once admissions meetings for the following year have occurred, enrollment procedures will take place. If the number of eligible applicants is lower than the anticipated number of openings per level, each applicant per level will be informed of their acceptance for enrollment at PACE. In the event that more qualifying applicants per level remain on the list, a lottery for placement will occur. An unbiased person, not affiliated with PACE will supervise the lottery. The lottery will be publicized and open to the public.

The name, grade level, and developmental level of each student will be placed on a lottery card and then placed in an unmarked envelope. These envelopes will be separated into groups by chronological or developmental age range. Generally, these will be defined by the existing class ranges at PACE. As an example, these ranges can be as follows: 9 students of age 5-9, 9 students of ages 8-12, 9 students of ages 11-15 and 9 students ages 15-21. Each group will be placed in a transparent container and shuffled. The unbiased supervisor will draw an envelope, and the name of the student will be recorded in order of being drawn. This procedure will take place until all names are drawn. The process will be repeated for all appropriate grade levels. Students will be offered enrollment based on openings in their group and their positions on the relevant class list. PACE representatives will place the remaining names on a waiting list for each class by lottery order number. Through the year, subsequent openings will be filled by position on the list. If there are no names on the list, the Principal can fill openings based on her discretion.

PACE Charter School operates under an extremely modified special education curriculum that is best suited to challenge students with an IQ of 50 or less. An applicant can be denied if they are deemed to have a cognitive capacity that is too high to be challenged by our modified curriculum. In this instance the applicant's parents will be explained the rationale for denied enrollment and provided a list of resources in their area that may better suit their student's capacities and capabilities.

Appeals Process

Students denied admission for reasons other than lottery results may appeal the decision to PACE. The appeal must be in writing and state the reason and basis for the appeal. If the parent or guardian is not satisfied with the outcome, they can make a further appeal to the Charleston County School Board. The decision of the Charleston County School Board shall be binding and final without right of appeal.

Student Conduct, Rights and Responsibilities

Expectations for student conduct and a description of student rights and responsibilities are presented consistent with the Family Education Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Improvement Act (IDEA) and South Carolina State Law. A parent/student handbook is compiled and provided to parents and students at the beginning of each school year and upon enrollment of new students throughout the school year. The purpose of providing the following Student Code of Conduct including behavior expectations and disciplinary actions is to create a safe, respectful, orderly, and positive school climate.

Student Code of Conduct

Positive Behavior Support Model

Consistent with the mission of PACE Charter School, this Student Code of Conduct presents a Positive Behavior Support (PBS) model that provides services to students "to improve the quality of life for students with multiple disabilities by providing a comprehensive educational program that integrates educational curricula with functional rehabilitative instruction to maximize the potential and well-being of the student, and to ensure family inclusion." The PBS model emphasizes a proactive support system to identify, support and teach behavioral skills to maximize student success and is characterized by a three-tiered system of supports including the following:

1. School-wide Expectations
2. Classroom Expectations
3. Individualized Expectations

Behavior expectations, acknowledgement of appropriate behavior, and disciplinary actions are identified within each of these tiers. This approach is important in creating and supporting an environment where social and academic learning is evidenced.

Dress Code

Students are expected to dress in an appropriate manner at all times while attending school or while involved in a school or district sponsored activity. Appropriate clothing for school includes hats and shoes as well as any jewelry, emblem, badge, symbol, sign, comment, messages or other items worn or displayed by a student. The following examples are considered violations of student dress code:

- Clothing or other attire with words or images depicting or relating to tobacco, drugs, or alcohol.
- Clothing or other attire displaying inflammatory, suggestive, racial, sexist, or other inappropriate writing, advertisement, or artwork.
- Clothing or other attire displaying profanity, obscenity, violence, weapons, symbols of hate, or offensive content.
- Extreme clothing or other attire that would interfere with the learning process, cause a disruption of the educational environment, or be a health or safety hazard.

The school administrator has the discretion to determine appropriate or inappropriate dress for school.

Transportation and Bus Behavior

Appropriate behavior by students at bus stops, on the school bus and exiting the bus is essential to maintaining safe transportation. Inappropriate behavior or activity jeopardizing the safe operation of the school bus or interfering with the welfare of other vehicle occupants is prohibited. The school bus operator will report promptly and in writing to appropriate administrative staff any conduct appearing to require disciplinary action. After administrative staff review, appropriate disciplinary action will follow. Students who do not follow bus rules may face the loss of bus privileges. The Principal or designee has authority over all buses operating to or from school, to include loading or unloading, and the conduct of the students being transported.

Bullying, Harassment, Intimidation

Harassment, intimidation or bullying is defined as any gesture, electronic communication, or a written, verbal, physical, emotional or sexual act perpetrated to physically or emotionally damage a student. These acts include insulting and demeaning actions specific to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristics. Any form of reprisal or retaliation against a person who reports an act of bullying, harassment, or intimidation is prohibited. The Principal and/or designee is responsible for determining whether an alleged act constitutes a violation of this regulation. In doing so, the Principal and/or designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Sexual Harassment

Sexual harassment includes Sexual includes any unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronic, or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment. These actions are prohibited while present in a school facility or at a school activity. The Principal and/or designee is responsible for determining whether an alleged act constitutes a violation of this regulation. In doing so, the Principal and/or designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Search of Person, Property without Probable Cause

In accordance with the laws of the State of South Carolina, any person entering the premises of any school shall be deemed to have consented to a reasonable search of his or her person and effects. School Principals or their designees may conduct reasonable searches on school property of lockers, desks, vehicles, and personal belongings such as purses, book bags, wallets, and satchels with or without probable cause. Any weapons, alcohol, stolen property, contraband or controlled substances found in such search shall be seized by the school official, the appropriate police agency notified, and the student recommended for disciplinary action. The Principal and/or designee is responsible for determining whether an alleged act constitutes a violation of this regulation. In doing so, the Principal and/or designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Weapons in School

Firearms, knives, razors, metal knuckles, slingshots, bludgeons or any other type of weapon, device, or object which may be used to inflict bodily harm or death are prohibited on any school property, including vehicles parked on school property, school buses or at any school-sponsored event. Violators are subject to both school disciplinary action and penalties under the law. The Principal and/or designee is responsible for determining whether an alleged act constitutes a violation of this regulation. In doing so, the Principal and/or designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Alcohol, Drugs and Other Substances

No student shall be in possession of, use, manufacture, sell, dispense, or distribute a controlled substance, a counterfeit controlled substance, an imitation controlled substance (as defined by State law), an illegal drug or narcotic, or chemical, inhalant, alcoholic beverages of any kind, or any medication not prescribed for the student by a physician. A student shall not be under the influence of any illegal drug, narcotic, controlled substance, chemical, inhalant, alcoholic beverages of any kind, or any medication not prescribed for the student by a physician. Students who commit the drug offense of possession with intent to distribute and are charged with this offense by local law enforcement are recommended for expulsion. The Principal and/or designee is responsible for determining whether an alleged act constitutes a violation of this regulation. In doing so, the Principal and/or designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Administration of Medications

Medication is administered in accordance with each student's medical health services plan. Any medication administered during school must be appropriately documented by physician prescription and parent permission. No student shall carry medicine in school except for students given permission to do so to guard against a life threatening condition. The Principal and/or designee is responsible for determining whether an alleged act constitutes a violation of this regulation. In doing so, the Principal and/or designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Disciplinary Procedures for Students with Disabilities

PACE Charter School is committed to maintaining a safe learning environment with a foundation of a system of Positive Behavior Supports (PBS). The PBS model emphasizes a proactive support system to identify, support, acknowledge and teach behavioral skills to maximize student success and is characterized by a three-tiered system of supports including school-wide expectations, classroom expectations and individualized expectations. By law a student's IEP, when appropriate, must include "strategies, including positive behavioral interventions, strategies and supports" to address behavioral needs. Any behavior that interferes with the learning environment or presents a threat of harm to the student or others are addressed in these strategies. A functional behavioral assessment (FBA) is completed to determine specific problem behaviors and likely interventions. The IEP must include a behavior intervention plan (BIP) based on the results of the FBA to address the target behavior, interventions and strategies.

The following procedures are designed to ensure that discipline procedures do not adversely affect a student whose behavior is related to a student's disability.

Suspension and/or Removal from Placement. The school administrator may remove a student with a disability from the regular school placement for up to 10 consecutive school days at a time, even without parent consent. However, repeated removal of the student may be considered a change in placement. A change in placement occurs when:

- i. The removal is for more than ten (10) consecutive school days; or
- ii. The student has been subjected to a series of removals that constitute a pattern: (1) because the series of removals totals more than ten (10) school days in a school year; (2) because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in a series of removals; and (3) because of additional factors such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.
 - **Removal in Excess of Ten Days.** When a pattern of problem behavior is established resulting in a removal from school in excess of ten days or multiple removals in a school year, an IEP team meeting must be convened to review behavior supports and interventions. The IEP team determines the necessary services to allow the student to participate in the general curriculum and progress

toward meeting the goals of the student's Individual Education Plan and the behavior intervention plan (BIP) is amended as appropriate. If the student does not have a BIP, a functional behavioral assessment (FBA) must be completed and a BIP developed based on the results of the assessment.

- **Manifestation Determination.** The Individuals with Disabilities Education Act (1997) was amended to include safeguards to protect the rights of students with disabilities whose behavior may result in suspension or expulsion from school. A removal of more than 10 days or multiple removals in a school year requires an IEP review as the removal may constitute a change of placement. At this point, a manifestation determination is conducted to determine if the problem behavior is related to the student's disability. The manifestation determination is a complex process requiring examination of the behavior, interventions, IEP goals and objectives and student progress. If the team determines a behavior is a manifestation of the disability, the student may not be suspended or expelled, but the IEP team may consider placement options. If the IEP team finds a behavior is not related to the student's disability, the student is disciplined in accordance to the student code of conduct for all students. Whether the behavior is found to be a manifestation of the student's disability, the IEP team must ensure a placement consistent with a free, appropriate, public education (FAPE).
- **45 Day School Removal.** School administration may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student engages in any of the following behaviors:
 - Carries a weapon to or possesses a weapon at school, on school premises, or at a school function.
 - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function.
 - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

A student whose behavior has been determined to likely result in injury to self or others may be removed from school without parent consent. However, the IEP team must assure a free, appropriate, public education (FAPE) during the removal period. If the parent does not consent to the removal, the case is referred to an impartial hearing office for review. During this process, the student may not return to school and the IEP team is responsible for determining appropriate placement and services. At all times the IEP team must ensure FAPE as denial of services is not permitted within the law.

Students with Disabilities:

PACE ensures that all students have equal educational opportunities regardless of ethnic or

racial backgrounds, religious beliefs, sex, gender, identification, disability, and economic or social conditions. All procedures comply with the appropriate state statutes, and adhere to the discipline procedures provided for in IDEA-Part B, specifically regulating to discipline for children with disabilities. All procedures regarding student conduct and discipline apply to every student as long as the consequences are consistent with the student's IEP, if applicable.

Student Rights

The PACE believes that students have rights that should be recognized and respected.

- 1) Students have the right to a quality education.
- 2) Students have the right to expect school personnel to be qualified.
- 3) Students have civil rights, including the right to equal education and freedom from discrimination.
- 4) Students have the right to a free appropriate public education.
 - I. Students have the right to due process of the law with respect to suspension, and expulsion.
 - II. Students and their parents/legal guardians must be made aware of their legal rights and the rights of the school regarding establishing rules and regulations.

Students have grievance procedures, which they can follow in order to resolve a complaint. A teacher will provide any student and his or her parent/legal guardian the opportunity to discuss a decision or situation that a student considers unjust or unfair. If the incident remains unresolved, the student and his or her parent/legal guardian or teacher may bring the matter to the attention of the Principal. If the matter still remains unresolved, the complaining party may bring it in writing to the Board of Directors for review.

Parental Notification

Students, as well as parents/legal guardians, have the responsibility to know and respect the policies, rules and regulations of the school. PACE will provide students and their families with a Student and Parent Handbook (Appendix ³⁷) at the beginning of each school year. This handbook provides information about policies, expectations of student conduct, and students' rights and responsibilities. Each student and parent or legal guardian must sign a statement noting they have received and copy of the handbook, and have reviewed these policies. These policies will also be available on the PACE website for review at any time.

Indemnification

PACE assumes the liability for the activities of the charter school and agrees to hold harmless the Charleston County School District, its servants, agents, and employees, from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to

persons or property or otherwise 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.

3f-Transportation

PACE Charter School operates a division of transportation to support access to the education and functional rehabilitative services for students who are enrolled in the school and whose IEP services include transportation as a related service. Legally, SC charter schools are not required to provide transportation. However, without transportation services, some students may not access the education services required in IDEA. Transportation services are provided to ensure that students with disabilities receive a free, appropriate, public education (FAPE). At no time can limited transportation services result in a student missing IEP services.

PACE currently possesses a fleet of four buses and employs an adequate number of bus drivers and bus assistants for operation. It is the goal of PACE Charter School to comply with the South Carolina Code of Laws (S.C. Code Ann. § 59-67) including regulations for driver training and the state safety requirements for school buses. When possible, PACE will partner with Charleston County School District (CCSD) for staff development to ensure drivers receive required safety training.

IDEA requires that the local education agency (LEA) provide transportation for students with disabilities whose IEPs document the necessity for transportation services to access special education and related services. If the IEP Team determines that transportation is required to assist the student to benefit from special education, and includes transportation as a related service on the IEP, the LEA is "responsible for providing the transportation to and from the setting where the special education and related services are provided (IDEA)." Additionally, CFR 59-40-50 (D) states: "The State is not responsible for student transportation to a charter school unless the charter school is designated by the local school district as the only school selected within the local school district's attendance area. However, a charter school may enter into a contract with a school district or a private provider to provide transportation to the charter school students".

PACE Charter School, in partnership with CCSD, will provide transportation services as defined by IDEA. An agreement will be obtained annually to determine the cost sharing responsibilities for PACE and CCSD.

Parents may elect to provide transportation by notification to the school administrator and written refusal for the IEP related service of transportation as indicated in a prior written notice.

4 - Business Plan

Budget & Finance

Pattison's Academy's proposed budget reflects the school's commitment to discerning finances

for academic and IEP achievement, as well as a scaled growth according to that experienced over the first 10-years of operation. Over these past 10 years, we've learned that student:classroom staff ratios for children with multiple disabilities should never exceed 3:1. This allows for:

1. Academic curriculum individualized to the cognitive ability of each child
2. Classroom materials modified per child need (modified grips, modified visual presentation,
3. Therapeutic modifications be individualized per child need (positioning equipment, communication devices, assistive technology)
4. Monitoring of Personal Care needs of each child (feeding, changing, toileting)
5. Provision of each child's medical supports and monitoring of status (medications, tube feedings, seizure logs taken)

The budgeting, expense approval and payment processes are all driven by the necessity to operate in a fiscally conservative and efficient manner to ensure revenues are reserved for classroom staff and maximize student care and achievement.

The attached projected *5-year Budget* (Appendix ³⁸) demonstrates instruction and achievement focused budgeting. Minimal non-instructional costs are balanced with conservative instructional expense budgeting including: instructional services, related services, student support services. This budget reflects sustainable growth in enrollment and per pupil revenue, as well as data driven projections for non-guaranteed revenue (grants, donations, etc.). Because revenue relies on receipt of timely funds from state and federal sources, revenue projections are conservative. Our expense projections represent our best estimate of costs to deliver essential instructional services, supplies and programming. Careful balance of expenses against projected revenue allows us to sustainably deliver a best-practice program of achievement for children with multiple disabilities.

Financial Processes: Roles, Qualifications & Controls

Pattison's Academy's Financial Plan was developed by the Finance Committee and Board of Directors, with input and guidance from Prestige Charter Solutions and third party auditors and with compliance to FASB and GAAP Standards. In partnership with Prestige, PACE has developed the Financial Policies and Procedures manual, which has met the expectations of and the third party independent auditors. This has been implemented and followed for the past ten years. The Financial Policies and Procedures (Appendix ³⁹) outline controls, accounting systems, auditing procedures and reporting standards. These Policies and Procedures are jointly accepted and overseen by: The Board of Directors, The Finance Committee, The Leadership Team and the Chartered Accountants. Pattison's Academy operates a three tiered approach to financial

³⁸ 5-year Budget Projections

³⁹ Financial Policies and Procedures Manual

management, according to GAAP

1. Transactional: the Finance and Operations Director performs clerical tasks that support the accounting function, including: receiving, copying, filing, and making deposits
2. Operational: the contracted Chartered Accountant (currently Prestige) performs the accounting functions, including: bill pay, expense/revenue coding, bookkeeping and preparing financial statements.
3. Strategic: currently incidental in nature, these services are outsourced to a third party consultant or accountant, including: systems development, financial analysts, planning, auditing and recommendations to the Board of Directors.

This system allows for 1) Bookkeeping conducted by a Certified Public Accountant and 2) a multi-tiered system of control requiring all payables and receivables pass through three internal and external points of control. Pattison's Academy follows GAAP in all Accounting and Financial operations and reporting.

The PACE Financial team oversees the daily financial transactions and oversight, and currently consists of: The Executive Director, The Finance and Operations Director and The Director of Development.

Qualifications for members of the finance team include 3-5 years of non-profit management experience for the Executive Director, 3-5 years of finance experience for the Finance and Operations Director and 2-3 years of development experience for the Director of Development. By spring 2020, both the Executive Director and Finance and Operations Director will be required to obtain the Certified Non-Profit Accounting Professional Certification.

The Finance and Operations Director oversees the transactional financial processes including: invoicing and invoice receiving, bank deposits and vendor communication.

Operational Financial Processes are contracted by PACE to Prestige Charter Solutions. An independent external accountant oversees the advanced financial operations including: chartered accounting, bill pay, bookkeeping, reporting and payroll services. Through the use of both the internal financial team and contracted accounting services, PACE is able to maintain internal and external controls according to GAAP.

The Director of Development, that seeks, writes and oversees grants, as well as fundraising, gifts and public revenues.

An annual 3rd party financial audit is performed on PACE's financials, most recently by McCay Kiddy, LLC, following requests for proposal (RFP's) from three (3) parties. The vendor contract is executed with the preferred firm within 30 days of the end of the fiscal year. The audit takes place during the 90 days following the fiscal year with the results presented to the Board of Directors during the October or November Board Meeting. The Audited Financial Statement is then disseminated to Charleston County School District and the State Department of Education.

A copy of the *PACE 2019 FY Audited Financial Statement* is included in Appendix ⁴⁰.

Budget Process:

Annually. The Finance Committee is charged by the Board of Directors with developing the PACE Annual Operating Budget according to the following procedure:

1. The Director of Finance & Operations, Executive Director and the Board Treasurer consults with the Principal and Chartered Accountants to draft an initial budget considering: current fiscal year actuals vs. budget and projected student enrollment for the next fiscal year.
2. This team presents a draft budget to the Finance Committee for approval in April of the fiscal year prior.
3. This budget is reviewed by the board in at least two readings during April-June of the fiscal year prior.
4. The Board of Directors reviews, recommends revisions and approves the final budget prior to the start of the fiscal year.
5. The Board of Directors approves the budget via the PACE Annual Budget Resolution.
6. The approval and resolution are documented and incorporated into the Board minutes.

5-Year Projected Budget

Assumptions

The budget assumes a growth of one class (9 students) per year. Staff grows proportionally, with three (3) teachers and one (1) teaching assistant added per class. An additional 0.5 FTE Nurse added per two classrooms, consistent with the current one (1) nurse four classes. One additional bus, bus driver and bus assistant are added for proportional transportation growth.

The remaining revenues and assets were determined to be fixed or variable and estimated using our FY19 and FY20 actuals vs. budget. Fixed revenues/expenses were indexed with either inflation (2%) or performance increases (3% assumed), and variable revenues/expenses were assigned a cost per unit, either student, teacher, nurse, FTE, bus or class, as appropriate. Taxes and insurances were raised proportionally with salary estimates. PACE Charter does not plan to offer or enroll in the South Carolina Retirement System at this time

This budget does reflect the \$100,000 grant PACE Charter received from the Department of Health and Human Services for transportation services in FY20. This was a one-time grant intended to close a gap associated with a missing EFA weighting for Multiple Disabilities. PACE offers door-to-door transportation to all students with IEP's, per IDEA mandates, however, without a Multiple Disabilities EFA funding, state funding is inadequate to cover these expenses.

Advocating the state legislature for an adequate EFA category for students with multiple disabilities is a primary target for the PACE Charter Leadership during the 2019-2020 school year. There is moderate confidence that an increased funding category will be implemented in the 2020-2021 school/fiscal year. However, to remain conservative in revenue assumptions, neither the increased EFA funding or the DHHS grant were assumed in the 5-year projection.

Revenues

- Local Revenue:
 - Fundraising and Grants: (Variable per student): Variable in nature, budget revenue assumes a conservative FY20 amount of \$125,000, followed by increases proportional to increases in student headcount. PACE's administrative contract with Pattison's Academy allows for time share of the Executive Director and Director of Development and Communications, who have secured \$170,000 in grants during Q1 and Q2 of FY20.
- State Revenue:
 - Restricted State Funding: (Fixed, Guaranteed) State Fund 3535 (Reading Coaches) and State 3136 are state-funded support for students. These are guaranteed provided PACE elects to participate in the programs, as is our intention.
 - Medicaid Match Reimbursement: (Variable per student, Guaranteed): PACE receives fee-for-service income from DHHS for students enrolled in Medicaid, and receiving IEP-related services (PT, OT, Speech Therapy). Our budget is premised on 1) the student's average weekly service provision and Medicaid's 2019 fee schedule for reimbursements and 2) the projected student enrollment for subsequent school years.
 - Transportation Cost Share (Variable, not Guaranteed) PACE currently utilizes funds allocated for classroom education to cover federally mandated transportation expenses. PACE looks to CCSD to consider a per pupil cost share rate, that would be negotiated annually based on PACE's per pupil transportation expenses from the prior fiscal year. PACE is able to provide a consolidated and economically efficient transportation program to these children, and CCSD's participation in a cost share program with PACE's transportation program would be lower in cost to a dispersed system provided by CCSD.
 - Education Finance Act: (Variable per Student, Guaranteed) Fund 3300 represents the majority of the State Department of Education's funding for PACE Students. Because of the higher cost of educating children with disabilities, most of our students qualify for funding at a multiple of 1.74-2.57 to that of a standard education pupil. The budget amount represents the FY20 average, and scaled according to projected student enrollment.
 - Education Improvement Act (Variable per Student, Guaranteed) Funds 3350, 3555,

3577: These funds are guaranteed through State Department of Education and variable per full-time teacher. Budgeted amounts represent FY20 averages, and scaled by projected certified teacher.

- Federal Revenue
 - IDEA Revenue (Variable per Student, Guaranteed) Fund 4510, these are guaranteed Federal IDEA pass through funds. The budget amount represents the FY20 average, and scaled according to projected student enrollment.

Expenses

Special Education, Administration, Health Services, Transportation

- Salaries (Variable, Instructional) Funds 6110, 6115, 6120: Salaries include those for provision of both direct instruction services including: teachers, teaching assistants, substitutes and in-direct services including: bus drivers and bus assistants, therapists and nurse(s). These expenses represent FY20 average and scaled by classroom count (teachers, TA's and substitutes), student count (nurse) and bus routes operated (drivers, bus assistants)
- Salaries (Fixed, Indirect Instructional) Funds 6115, 6111: Salaries include those for provision of indirect support services including from the Principal and data clerk. These Salaries are indexed w/inflation for the Principal, Executive Director & Data Clerk
- Benefits (Variable, Instructional) Fund 6210: Group Health & Life Insurance for all full-time employees. As this benefit is elective, budgeted amount were assumed to represent average FY20 employees electing benefits and scaled according to projected FTE roster.
- Taxes (Variable, Instructional) Fund 6230, 6260, 6270: Social Security, Unemployment and Worker's Compensation. Budget amounts were scaled proportionally to total salaries.
- Supplies (Variable, Instructional) Fund 6410: Reflects an expectation of continued reimbursement for school supplies, budget assumes current \$275 per SCDE and projected for number of teachers, scaled supply expenses for nursing and instructional support personnel.
- Travel (Fixed, Non-Instructional) Fund 6332: Travel to/from conferences, meetings, etc. Indexed w/inflation across 5 years
- Equipment (Fixed, Instructional) Fund 6540: Equipment necessary for instructional support. Indexed w/ inflation across 5 years
- Fuel (Variable, Non-Instructional): Fuel necessary to operate buses for door-to-door student transportation. Budgeted amounts represent FY 20 average and scaled per projected number of annual bus routes.

- Maintenance (Variable, Non-Instructional): Routine maintenance and incidental repair of buses for door-to-door student transportation. Budget amount represent current fleet average and scaled per projected annual fleet count.

Visually Handicapped

- Student Services: (Variable, Instructional) supplies and support necessary to provide visual services to children with visual handicap. Budgeted expense was averaged per student and scaled according to projected enrollment.
- Teacher of the Visually Impaired: (Variable, Instructional) Cost of contract with a TVI to consult on IEP development, classroom modification and provide in service training for students with visual impairments. Budgeted expense was averaged per student and scaled according to projected enrollment.

Career Specialist

- Student Services: (Variable, Instructional) Provision of career training services to students in transition age classes. Budgeted expense was averaged per student and scaled according to projected enrollment.

Staff Training

- Instructional Programs Improvement: (Variable, Instructional) Staff training to meet best practice instruction and student needs. This expense was averaged per staff and scaled according to projected FTE Count.

Board of Directors

- Audit Services: (Fixed, Non-Instructional): Annual Third Party Audit, currently conducted by McCay Kiddy. Ensures compliance with state and federal funding regulations. Budgeted at current level and indexed for inflation.
- Membership Fees/Dues: (Fixed, Non-Instructional): Membership to the South Carolina Charter School Alliance. Budgeted amount is the current amounts indexed for inflation.
- Liability Insurance: (Fixed, Non-Instructional): General Liability coverage for operation of the Charter School. Budgeted expense is current amount indexed for inflation

Fiscal Services

- Contracted Management Services: (Fixed, Non-Instructional): Chartered accounting and bookkeeping services, currently contracted w/ Prestige Charter Solutions. Budgeted expense is current amount indexed for inflation.
- Bus Financing: (Fixed, Non-Instructional): Financing of ADA compliant, custom-build buses for transportation services. The capital cost of each bus averages \$65,000 and one bus is required per eight students. The budgeted amount is proportional to number of buses added annually.

Operation of Plant

- Public Utility Services: (Fixed, Non-Instructional): Per Memorandum of Understanding with CCSD, PACE's share of public utilities at the SAMS campus. This expense was determined fixed and assigned projected interest.
- Repairs and Maintenance Services: (Variable, Non-Instructional): Per Memorandum of Understanding with CCSD, PACE is responsible for repairs and maintenance to space occupied. Budget amount indexed to student enrollment to accommodate increased space use and repair.
- Rentals: (Fixed, Instructional): Fixed \$10 rent to CCSD annually. Budgeted amount indexed to inflation.
- Cost Share Utilities: (Variable, Instructional): Per Memorandum of Understanding with CCSD, PACE is responsible for proportional electric, gas and water usage to space occupied. Budget amount indexed to student enrollment to accommodate increased space use.
- Cost Share Custodial: (Variable, Instructional) Per Memorandum of Understanding with CCSD, PACE is responsible for custodial services rendered at SAMS campus. Budgeted at current level and indexed to inflation.

Information Services

- Advertising: (Fixed, Non-Instructional) Advertising for hiring, family advertising and community partner recruitment. Budgeted at current level and indexed to inflation.

Technology and Data Processing

- Technology: (Variable, Instructional) Server maintenance and cyber security. Currently provided pro bono, budgeted costs were at current level, indexed to student enrollment.

4b - Facilities

PACE Charter is a renewing charter school and intends to continue at its current facility, occupied since September 2019

St. Andrews Middle School Campus
Charleston County School District
721 Wappoo Road
Charleston, SC 29407

This facility is owned by Charleston County School District, 75 Calhoun Street Charleston, SC 29401, and a portion is leased by PACE for \$10 per year per our 2019-2022 Lease Agreement

Commented [2]: Same question. Not needed because of merger?

Commented [3R2]: correct. These services were contracted to Pattison's Academy and the services will now be included in the greater organizational structure.

(Appendix ⁴¹). PACE is responsible for a proportional cost share of custodial services and utilities, and bears responsibility for maintenance and upkeep of the facility. Improvements not exceeding \$10,000 are considered to be approved by the district, while any improvements exceeding \$10,000, or are permanent in nature, require district approval.

We believe this facility is suitable as it provides sufficient space for education, administration, therapy provision and storage. Classroom and flexible education room sizes of at least 700sqft both follow ADA guidelines and allow for student's wheelchairs, equipment and adaptive technology to be fully utilized without compromising emergency evacuation exit routes. The space currently affords 5 classrooms, 2 therapy spaces, 4 offices, a nurse's clinic, 4 bathrooms, 3 communal work spaces and an equipment storage space. PACE Charter shares the kitchen, gym, and outdoor play areas. This allows PACE Charter to accommodate its current roster, with room to add an additional three (3) classrooms before additional on-campus space would need to be secured. According to enrollment projections, PACE will need to request additional space on campus by 2022, at which point other on-site education programs will likely have relocated, per their lease agreements.

4c - Insurance Coverage

PACE Charter School carries three comprehensive insurance policies, brokered locally by Anderson Insurance Associates.

- Directors and Officers
- Commercial Liability
- Worker's Compensation

Coverage details can be found in Appendices ⁴², ⁴³, ⁴⁴

⁴¹ Lease Agreement with CCSD
⁴² Commercial Liability Policy
⁴³ Worker's Compensation and Liability Policy
⁴⁴ D&O Insurance Policy

LIST OF APPENDICES

