

## General Information

---

### Description Area

\*This form is currently available but submission is disabled until midnight (12:00 AM ET) on Monday, January 25, 2021. The form will close at 5:00 PM ET on Monday, February 1, 2021 and no submissions will be accepted after that time.\*In 1996, the South Carolina Legislature passed the Charter Schools Act, thereby providing citizens the opportunity to apply to operate a public school. The focus of charter schools is to provide quality educational choices for parents and students. This application outlines the necessary components to propose, receive approval for, and implement a high quality charter school. This application form, based upon the provided guidance and SCDE template, must be used to develop a complete application for charter schools that plan to open for the 2022–23 school year or later. Applicants who do not use this form will not be eligible to apply for federal Planning and Implementation Grant funding under awards currently held by the South Carolina Department of Education (SCDE). &nbsp;All charter school applications must comply fully with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-10 et seq., and the Procedures and Standards for Review of Charter School Applications (2 S.C. Code Ann. Regs. 43-601 (2013)). Application sections must be presented as outlined in this form and labeled accordingly with appropriate questions/headings. It is important to remember that each of the sections relate to one another. For instance, educational program components should align with the proposed budget. Thus, a completed application should readily reflect that all of its sections, irrespective of their individual focus, link together to form a comprehensive and viable plan to open and sustain a high-quality charter school.\*This form is currently available but submission is disabled until midnight (12:00 AM ET) on Monday, January 25, 2021. The form will close at 5:00 PM ET on Monday, February 1, 2021 and no submissions will be accepted after that time.\*The application form has multiple pages (9) broken into: Application Cover Page, Executive Summary, Educational Plan and Capacity (part 1 and 2), Organizational Plan and Capacity (part 1 and 2), Business Plan and Capacity, Appendices, and Signature Certification Page. You may begin working on the form, save and return to the form at a later time using the unique link generated at the time the form is saved.

## Application Cover Page

---

**Proposed Sponsor** Charter Institute at Erskine

---

## Applicant Information

---

**Name of Proposed Charter School** Greenwood Charter Academy

---

**Name of Applicant Group** Greenwood Charter Academy

---

**FEIN** 86-1800417

---

## Contact Information

---

**Name of Committee Chair** Robert Laney

---

**Title/Position** Board Chair

---

**Mailing Address of Committee Chair** 118 Woodruff Court  
Moore, SC 29369

---

**Primary Contact Number** (828) 748-2341

---

**Email Address of Committee Chair** laney5787@yahoo.com

---

## Additional Information about Proposed Charter School

---

**Is the proposed school a virtual charter school?** No

---

**Does the proposed school intend to partner with a charter and/or education management organization (CMO/EMO)?** Yes

---

**Proposed Grade Levels** Kindergarten = First Year of Operation, Full Matriculation  
First Grade = First Year of Operation, Full Matriculation  
Second Grade = First Year of Operation, Full Matriculation  
Third Grade = First Year of Operation, Full Matriculation  
Fourth Grade = First Year of Operation, Full Matriculation  
Fifth Grade = First Year of Operation, Full Matriculation  
Sixth Grade = Full Matriculation  
Seventh Grade = Full Matriculation  
Eighth Grade = Full Matriculation

---

## Executive Summary

---

**Executive Summary Upload**

[https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103988926/748725353/103988926\\_gca\\_executive\\_summary.pdf](https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103988926/748725353/103988926_gca_executive_summary.pdf)

---

## **Educational Plan and Capacity**

---

## **Evidence of Need and Community Support**

---

## Response to Evidence of Need and Support

1. While members of the planning committee are current or former residents, some members of the community see the idea of a new school not being formed within the traditional school district as an idea outside of the norm. Because there aren't any other charter schools in Greenwood, this is a new concept that requires educating the public in order to gain their trust before they would consider leaving the district schools with which they might not be happy but are familiar. During February and March, the Planning Committee will continue connecting with members of the public to educate them and gauge their interest in enrollment at GCA and will send an update prior to the interview in April.

Thus far, GCA has garnered the following interest for Year One:

- Kindergarten: 23
- First Grade: 22
- Second Grade: 19
- Third Grade: 15
- Fourth Grade: 18
- Fifth Grade: 13

2. Students will be recruited from among residents of Greenwood County and its surrounding districts. When recruiting prospective students, Greenwood Charter Academy (GCA) will focus on the area of Greenwood, Ware Shoals, and Ninety Six due to the concentration of low-performing schools in that area. Lakeview Elementary School, Woodfields Elementary School, Brewer Middle School, Northside Middle School, Ware Shoals Primary, and Edgewood Middle most recent Report Cards indicate that they are all performing Below Average. Their academic performance is lower on average to the rest of the county, which has received an Average rating, with the exception of Ware Shoals Elementary Middle received a Good rating.

Proficiency rates are also very low in the elementary and middle schools in our targeted area.

6% of Greenwood County Schools have earned a School Grade of "Good." Out of the remaining 14 schools, 53% have earned an "Average," and 40% have earned a "Below Average." Offering a high-quality school choice to Greenwood County will provide parents a learning model that is not currently offered in the county. GCS endeavors to create a public school choice where all children have access to a high-quality education. Currently, far too few students are achieving at or above grade level to ensure that they are prepared to lead in their communities and for our nation. GCA aims to become the first high-performing public school in Greenwood County.

3. Feedback from our community outreach efforts (Appendix C) yielded positive feedback. Community members and parents expressed a recognition for the need of an alternative educational choice in Greenwood County.

In order to discern interest in and support for a charter school venture in Greenwood County, GCA Planning Committee members implemented multiple outreach endeavors, including utilizing social media (i.e., Facebook) to gauge and promote community support for the school. Starting in February and through April, GCA will participate in community meetings and will provide an update prior to the application interview.

The most successful response in the community has been from GCA's social media publicity. A Facebook page was created for the proposed school on November 3, 2020, and the page has 184 "Likes" and 186 followers.

An online Google form was created to document community support and parent interest. This form has been promoted through social media only due to the pandemic. Face-to-face meetings have been impossible but will begin during February and March following all social distancing protocols, including the requirement that all participants wear masks. A total of 110 interest forms have been submitted thus far.

4. Several members of the Greenwood community reached out to Tutelage Education Services for a partnership in opening a public charter school because of their concerns about the quality of their local schools and the absence of tuition-free school choice in their community. These members have joined the Greenwood Charter Academy Planning Committee, and they have been instrumental in sharing the vision of the school with fellow community members and in designing the mission and vision and school to best serve the Greenwood community.

5. We believe that it is essential that we reach as many prospective students and their families as possible. Our volunteers will be the driving force behind continuously engaging families in the community and constantly keeping them informed about our school. We will continue communicating updates about Greenwood Charter Academy (GCA) via face-to-face conversations, flyers, email, the school website, and social media.

We commit to fostering a partnership between parents, teachers, students, and the greater community to create an environment in which parents can engage in school activities, teachers are given the freedom to be innovative, and students are provided the structure and the opportunity to learn.

GCA believes that parent engagement is vital to the academic achievement of the student population; therefore, we will create an engaging and inviting parent involvement program that will offer opportunities for them to share a meal, to be informed, or share a skill. For example, every week parents from a certain grade level will be invited for Family Breakfast where they can eat with their child and his or her teacher; then, when the child goes to class, the parent can stay for a workshop that focuses on a topic chosen

through results of a parent survey. This could include parenting skills, resume building skills, or information on curriculum. In addition, parents will be invited to contribute their time with the intention of making all parents feel as the vital part of the school community that they are. Some parents will have specific skills and resources to share, while other parents will not. We will endeavor to offer volunteer opportunities that suit every skill level and comfort level. Given the success that Tutelage has had in recruitment and engagement opportunities at Cherokee Charter Academy, the school is confident that GCA will be equally successful in both areas.

6. Greenwood Charter Academy (GCA) has and will continue to engage parents and the residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. There has already been an organized effort by parents and community leaders to notify the public about GCA.

GCA will engage parents early and frequently in the school year and will highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school. This will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events where student work will be on display, and the topics within the student work will represent current student work.

GCA will also develop a strong Parent Teacher Association, a group that we will refer to as The Forum, with parents and teachers working closely together to carry out the mission of the school through supportive programming, fundraising, and operational support. This could include tutoring, lunch buddies, and pick-up and drop-off assistance.

The board will encourage open and transparent communication with parents and encourage all parents to become a part of GCA. Board meetings will be transparent, and our agenda will preserve time for public comment. We will also schedule town hall meetings to allow the community to communicate concerns and share ideas.

School leadership will write a monthly newsletter to provide updates in programming, events, and upcoming dates. At the end of the year, the leadership team will collaborate with the PTA to write the "State of the Charter" address which will document the year's achievements and a comparison of end results to the year's goals in academics, finance, governance, and operations.

One intentional parental engagement tool will be our engagement box. This index card box will be housed with volunteer opportunities for stakeholders that range from stuffing envelopes to raking the leaves outside. Weekly, teachers will write out specific step-by-step instructions on an index card.

This box will provide parents an opportunity to utilize their free time more effectively by having an easy way to volunteer in the school when their time becomes available. They simply need to come to the office, select a card, and complete the task as directed. The parents feel needed; the teachers get some much-appreciated assistance; and the students have an additional learning activity.

Initially, we will become acquainted with parents in a venue that they are most comfortable, which includes school, homes, community centers, and churches. We will ask every parent to complete an involvement information sheet in which we request their commitment to fully engage in their child's education and share the skills they would like to offer to support the school. We will encourage parents to lead workshops in order to foster an environment of collaborative learning among families.

We will provide parents with essential information about their child's school experience, academic progress, and special events, such as instructional strategies, curriculum, testing dates, field trips, after-school activities, and opportunities for remediation and enrichment. We will welcome parent input into the decisions made about their child. In turn, we will seek information from parents about their child's strengths, talents, and needs, and we will ask parents to keep their child's teacher informed of absences, medication issues, and family changes. GCA commits to active participation from parents and is open to feedback.

7. Greenwood Charter Academy (GCA) will seek partnerships with the Boy's and Girl's Club or the local YMCA to provide additional after school care.

8. This question is not applicable to Greenwood Charter Academy.



## Curriculum and Instructional Model

---

## Instructional Model

---

## Response to Instructional Model

1. Greenwood Charter Academy (GCA) is founded on the belief that the Core Knowledge Sequence, which we will utilize in full, will create a rigorous and exciting learning atmosphere that will produce effective communicators, lifelong problem solvers, and engaged and informed American citizens. Through the delivery of a classical curriculum through the Core Knowledge Sequence for reading, science, and social studies instruction and Eureka Math for math instruction, we will nurture well-rounded, highly educated, successful scholars. This curriculum is both deep and wide in its approach to learning, calls for cross-curricular teaching and builds on prior knowledge, encouraging teachers to disseminate the content through instructional methods that meet the developmental needs of their scholars. GCA will use a strong character education program, Core Virtues, to raise the level of student performance in all academic areas. A rigorous cross-curricular approach is the only path to academic success. GCA believes that research and implementation with fidelity demonstrates that Core Knowledge, Core Knowledge Language Arts (CKLA), Eureka Math, and Core Virtues are the bedrock of education.

Alongside rigorous core-subject curricula, GCA will also implement daily PE and enrichment, including Art, and Music on a rotating basis to ensure that our students have the opportunity to learn about and immerse themselves in other world perspectives, showing them options and interpretations, thereby freeing them to create their own interpretations and ideas about the world.

Latin will be taught through all of the grades, but Latin I will be added in the 7th grade and Latin II in the 8th grade, both giving students High School credit to ensure that the foundational components of English are strong as well as to give our students a head start on much needed credits and classes.

To develop scholars who not only have a wealth of knowledge and a depth of skills but also have the ability to adapt and apply what they know is the measure of a successful school. These students will not only achieve academically, but they will also achieve socio-emotionally because Core Values will give them an opportunity to develop an appreciation for other people's perspectives as much as they value their own. In this way, students will feel welcome at the proverbial community table and have ideas, solutions, and actions to contribute. Providing scholars with an education based on problem-solving and the accumulation of content knowledge will prepare them well for the employment opportunities that will be available in and beyond their community.

McKinsey's 2017 report estimates that fully 50% of current work activities have the potential to be automated by technologies by the year 2030. As a result 400-800 million people could be displaced from their current employment in the next 9 years. The workforce will need to be retrained. We must rethink the education we provide our citizens, starting in elementary school. We simply cannot train them in the same manner that

we have historically trained scholars because we would be training them for careers that no longer exist. Instead of training scholars for careers involving routine skills and subject-specific knowledge, we need to ensure that they are ready for specialized training for the new economy that will require workers who have a generalized education and can be trained quickly as tasks change in a highly automated labor market. Flexible and relational thinking and the ability to grow and adapt will be key to success in the automated world. Our job is to develop lifelong learning skills for the next generation of great American citizens.

2. For core subjects, Greenwood Charter Academy (GCA) would implement The Core Knowledge Sequence, which we will utilize in full, will create a rigorous, exciting learning atmosphere that will produce effective communicators, lifelong problem solvers and outstanding American citizens. This curriculum is both deep and wide in its approach to learning, calls for cross-curricular teaching and builds on prior knowledge, encouraging teachers to disseminate the content in a variety of age-appropriate ways. The curriculum also spirals so the content that scholars learn about in first grade is revisited in later grades. The most exciting part about this is that not only will teachers be able to collaborate within each grade, they will also be able to do so between the grades.

Scholars will be assessed utilizing a variety of formal and informal assessments. They will be assessed using rubrics, traditional tests, class participation, portfolios, and homework effort. Teachers in the lower grades will also use running records and anecdotal evidence to provide scholars and parents with a complete picture of their progress. We will also fully participate in the state's accountability models, including all State assessments.

We will offer a rigorous, differentiated approach that gives the scholars real-world experience, while building on a core foundation of knowledge that they will use in their future education. The end result will be scholars who are not average or below average. They will be well-educated, culturally literate members of society who will score well above average on the state's accountability tests. Schools implementing the Core Knowledge Sequence with fidelity are outperforming the majority of public schools in North Carolina (i.e. Thomas Jefferson Classical Academy in Rutherford County).

Additionally, GCA will use a strong character education program, Core Virtues, to raise the level of student performance in all academic areas. By emphasizing high academic expectations, strong character development, and individual responsibility, GCA will improve student learning and achievement results for all scholars.

3. The Core Knowledge Sequence is a "coherent, cumulative, and content-specific core curriculum" developed by the Core Knowledge Foundation, a nonprofit organization founded by E. D. Hirsch, Ph.D.

professor emeritus of education and humanities at the University of Virginia. Dr. Hirsch is the author of *Cultural Literacy* (Vintage, 1988), *The Schools We Need and Why We Don't Have Them* (Anchor, 1999), *The Knowledge Deficit* (Houghton Mifflin Harcourt, 2006), *The Making of Americans: Democracy and Our Schools* (Yale University Press, 2009), and, most recently, *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories* (Harvard Education Press, 2016).

In alignment with our mission, the innovative and rigorously academic nature of the Core Knowledge Sequence will result in improved scholar learning and achievement results. In studies, the Sequence has consistently produced scholars who score better on tests, are better prepared to address a broad range of topics, and are excited about learning. It has also been shown to create an environment of collaboration and collegiality among teachers. This excitement is infectious and helps to produce scholars who become lifelong learners and voracious problem solvers.

In keeping with the standards set forth by the Core Knowledge Foundation, we have specifically chosen to teach math standards using Eureka Math. We will place a great deal of emphasis on problem solving and the solving of multi-step problems. A scholar who has been trained using these methods will be better prepared to look at and solve problems from many different angles.

This curriculum aligns directly with the South Carolina College-and Career-Ready Standards. In order to succeed at Greenwood Charter Academy (GCA), scholars will have to be leaders in the classroom and strive for academic achievement through hard work and collaboration with peers. All scholars deserve a fair, equal and all-encompassing curriculum, and the Core Knowledge Sequence has been shown to be effective for all scholars. In fact, it levels the playing field for scholars of all backgrounds, including low-wealth and at-risk scholars. It has been shown that at-risk and lower academic achieving scholars generally have lower standards and expectations set for them. The Core Knowledge Sequence does not change its standards based on socioeconomic or academic backgrounds. It holds every scholar to the highest standards and expectations. This curriculum, in conjunction with its higher standards, will create scholars who are able to achieve more and who are better prepared to compete and succeed in a global society.

As the core of a school's curriculum, the Core Knowledge Sequence establishes a solid, coherent foundation of learning, along with embedded flexibility for meeting local needs. While the Sequence serves as the springboard to planning in each classroom, teachers align the Core Knowledge topics with state standards, then as a school, GCA will develop a school-wide, yearlong Curriculum Plan for teaching all requisite topics and standards.

The Core Knowledge curriculum is content-rich, coherent, cumulative, and taught in a context-specific way. The content-rich curriculum engages students in rigorous English language arts and literacy, mathematics, history and geography, science, visual arts, and music. The content is organized coherently, or in a logical order, so knowledge builds on knowledge. Content and skills spiral within and through the grades. For example, the chart below shows how content related to the Human Body spans through the years. This cumulative sequencing of content is a key strength of Core Knowledge.

Further, we will weave the character development programs throughout the curriculum, using the Core Virtues program developed by Mary Beth Klee, which focuses on the sixteen habits that create resilient lifelong learners who can communicate effectively and work collaboratively through the study of these areas: persistence, finding humor, developing empathy, thinking flexibly, and communicating with clarity and precision. The lessons will be integrated into the curriculum and will result in a student body with a shared vocabulary, common goals, and the tools to succeed in all aspects of life.

For parents, the author of Core Knowledge, E.D. Hirsch, has also developed a book series to support their child's development based on their grade level. Beginning in Kindergarten, parents can read *What Your \_\_\_\_\_ Grader Needs to Know* to guide at-home instruction in both academic and socio-emotional lessons.

4. Every teacher, staff, and administrative member is dedicated to the success of every Greenwood Charter Academy (GCA) scholar. We believe that all scholars are "at-risk" of falling behind academically and socially. GCA leadership will use all available resources and tools to ensure that each child receives a strong foundation for their future. We believe every child shall have the opportunity to be successful, in every class, every day.

GCA will implement a progress monitoring intervention system for all scholars utilizing research based programs focused on indicating academic deficiencies. Along with the expertise of teachers and other personnel for early identification of scholars who are "at-risk", the primary prevention level includes high quality instructional practices and implementation of the Sequence with fidelity.

The middle level includes evidence-based intervention(s) of moderate intensity using skills-based instructional tools. Through collaborative efforts, multiple tiers of increasingly intense instruction/intervention services will be implemented to support scholar academic proficiency. Scholars needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

To ensure scholars do not miss core subject instruction, these interventions

shall occur during specific times of the academic day within our extended school day, and if needed, a Saturday Academy. Progress will be monitored through a consistent evaluation process (i.e. timed probes) at minimum each month. If there is no progress after four weeks of intervention, intervention implementation will be evaluated for fidelity and intervention time will intensify.

The school will develop a scholar support team composed of our best classroom teachers, instructional coaches and administrators to collectively analyze, brainstorm interventions and solutions to promote scholar success. We will continue to analyze our school schedule, curriculum and instructional strategies to foster a stronger learning environment and ensure our teachers have a full toolbox of strategies to address any issues.

We will provide professional development around grammar/word walls, verb tense studies, vocabulary frames, and mark-up methods.

In addition, we will train the educators on accelerating the development of critical literacy skills such as reading, writing, and vocabulary primarily through instruction in specially designed language proficiency standards. Throughout the year, student progress in language acquisition will be monitored, and the information obtained will be shared with parents. Teachers will be trained on how to use the Assessment and Remediation Guide within CKLA to monitor and provide appropriate support for language acquisition and growth.

All children will participate in multiple formal assessments to establish a baseline and personalized education plan. We will utilize NWEA MAP Assessments for progress monitoring; in addition, we will use common formative assessments developed by our teachers. Through our Tutelage Education Services partnerships, teachers will master the processes of effectively collecting, analyzing, and collaborating to make effective decisions for children.

5. Annually, as adopted in Greenwood Charter Academy (GCA) policy, the school's requirements for promotion will be evaluated by each grade level and the School Director to create a culture of rigor high achievement opportunities for all. These requirements will be communicated to parents and scholars throughout the academic year.

Because of the Sequence's intentional development towards scholar mastery, the sequential building of knowledge will provide a clear path for all teachers to assess and analyze any potential gaps that so often characterize current education.

GCA will utilize nationally normed, standards-based formative assessments from NWEA at least three times per year. The data derived from these assessments will be used to guide conversations with children and families

regarding the scholar's strengths, opportunities and specific concepts needed to master for promotion. Our instructional program is designed to ensure children of all different learning capacities are accommodated.

The primary purpose of the proposed school is to increase learning opportunities for all scholars. The educational program, instructional plan, and promotion requirements are specifically designed to successfully transition each scholar to the next grade. The comprehensive curriculum plan will not only prepare scholars academically through the use of a rigorous and relevant curriculum, but will also ensure that scholars have appropriate personal/social skills.

Teacher professional development will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the scholars. This development plan calls for a three-year, in-depth professional development series that will take teachers from an understanding of the tenets of the Core Knowledge Sequence to being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding scholars to discover truths through kinesthetic, auditory, and visual learning.

To assist teachers with continual improvement of their instructional practices, GCA will hire an instructional coach who will provide teachers with the necessary training and coaching in Core Knowledge, Core Knowledge Language Arts, Eureka Math, as well as a variety of instructional delivery methods. The coach will also work side-by-side with the teachers to model lessons, increase content and skill retention, increase rigor, and develop a learning environment conducive to growth throughout the school year.

We will also offer summer learning opportunities. This will include supplemental reading programming for our 3rd graders who are not yet proficient readers.

6. This question is not applicable to Greenwood Charter Academy.

7. This question is not applicable to Greenwood Charter Academy.





## Response to Educational Structure

8. The unique features of Greenwood Charter Academy include a longer school day (7.5 hours vs. traditional 7 hours, students will attend from 8 am until 3:30 pm), a focus on content knowledge, and the skills necessary to use that knowledge, everyday PE, Music or Art everyday, and character education.

9. Greenwood Charter Academy will open grades K-5 with 525 students. Grades K-2 will be 4 sections with 100 students per grade. Grades 3-5 will have 3 sections with 75 students per grade. We will roll up a grade each year for 3 years until we are grades K-8.

10. At full capacity, Greenwood Charter Academy will enroll 900 students in grades K-8. The first facility will be built for K-5 at 600 students. A second building, whether on the same campus or on another campus, will be completed at the end of year 3. Each grade will ultimately have four sections with 25 students in each section.

11. Our goal is to create a learning environment with a maximum scholar to teacher ratio average of 25:1. This will give teachers an opportunity to spend more time learning the strengths and weaknesses of each scholar, giving teachers an opportunity to be effective when designing class-based instruction, as well as independent study projects. Our goal is to recruit the best connectors and content educators for each teaching position.

In keeping with the philosophy of the school, all classrooms will be equipped with manipulatives and materials appropriate to the lesson being taught. Teachers within grade levels will collaborate on lesson preparation and classroom set-up. Classrooms will be arranged so that scholars feel a sense of order and purpose; displays will be presented in such a way as to complement, not compete with, instruction being given; and all materials will be ready for exploration and manipulation as called for by the lessons planned for the day.

12. The school day for scholars will run from 8 am until 3:30 pm. Teachers will arrive at 7:30am and remain at work until 4:00 pm, which comprises a 42.5-hour work week. Non-instructional positions will have a 40-hour work week. The PE, Music, and Art Instructors will be placed with different grade levels from 9:00 am to 9:55 am each day to assist with needed instruction and remediation. The Music and Art Instructors will collaborate with classroom teachers to determine which classes need additional work on extra days each month.

13. As a "coherent, cumulative, and content-specific core curriculum," The Core Knowledge Sequence is in alignment with our mission because it will bring about results in improved student learning and achievement results that our mission calls for. By better equipping our scholars, they will have the critical thinking skills and the requisite skill set to not only perform all grade-level tasks but to also apply what they've learned in school to the world outside of school.

The Core Knowledge Sequence has been shown to be effective for all scholars and to create an educational environment that welcomes and meets the needs of scholars of all backgrounds, including low-wealth and at-risk scholars.

14. Because of the innovative instructional techniques that challenges scholars at every level of proficiency, and character education, Greenwood Charter Academy is creating a learning environment that inspires the individual to develop into the best possible version of himself or herself while learning the right action so that the group can be successful. With the addition of everyday PE and music or art education, we are offering programming that will spark the interest of every child in at least one extracurricular area, provide daily opportunities for exercise, and provide inspiration that correlates to their core subject areas.

15. Teachers will be expected to deliver high-quality lesson plans to administration on a weekly basis. To support teachers in this process, the school will provide teachers professional development workshops that will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the scholars. This involves working with teachers to create an understanding of the tenets of the Core Knowledge Sequence and assisting them in being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding scholars to discover truths through kinesthetic, auditory, and visual learning.

To assist teachers with continual improvement of their instructional practices, the school will provide on-site support with an instructional coach. The instructional coach will provide teachers with the necessary training in Core Knowledge, Core Knowledge Language Arts, and Eureka Math, as well as a variety of instructional delivery methods. The coach will also work side-by-side with the teachers to model lessons, increase content and skill retention, increase rigor, and develop a learning environment conducive to growth.

To that end, we will provide teachers the following levels of support:

- Focused and specific instructional coaching of educators in strategies, pedagogy, behavior management, and best practices.

- Professional development, tailored to the needs of each staff from Core Knowledge to CKLA to rigor to behavior management to data analysis.

- Two planning periods per day, per classroom teacher with one of those planning periods aligned with every teacher on that grade level.

16. The school day for scholars will run from 8 am until 3:30 pm. Work days for teachers will run 7:30 am until 4:00 pm, comprising a 42.5-hour work week. Core Virtues will start each school day and run for 20-30 minutes,

CKLA will then be taught across all grade levels until approximately 10:20. The remainder of the day will be made up of PE (45 minute period), Math (115 minutes average) rotating Music or Art (45 minute period, over 10 school days, 5 periods of Music and 5 periods of Art) Lunch (30), and a final 30-45 minute period for data driven review groups. We will not give homework in grades K-5 but will encourage 20 minutes of leveled reading of each scholar's choice each evening.



**Response to Professional Development** 17. The person responsible for overseeing the professional development of teachers will be the School Director, who could delegate portions of that responsibility to the Instructional Coach and/or lead teachers. Tutelage Education Services will also have outside school individuals assess all data streams.

18. Teacher professional development will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the scholars. This development plan calls for a three-year, in-depth professional development series that will take teachers from an understanding of the tenets of the Core Knowledge Sequence to being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning who guide scholars to discover truths through kinesthetic, auditory, and visual learning.

19. Greenwood Charter Academy will provide 12 days of professional development for teachers and support staff to provide the necessary skills and understanding that they will need for the new year. Here is a brief description of the topics and times of our professional development offerings:

Core Knowledge and CKLA: 3 full days.

Eureka Math: 2 days.

Core Virtues: 1 day.

Teach Like a Champion Classroom Management: 1.5 days.

School Policy and procedures: 2 days.

First Aid: .75 days.

School Director discretion: 1.75 days.

20. Each teacher will have two 45-minute planning periods per day; one of those periods will align with all other teachers in the same grade. There will be a half-day of school each 4.5 weeks, and professional development will be tailored to provide support in the areas that data indicates that additional training is needed. The half-days total 4 full days each school year.

21. The professional development offerings align with Greenwood Charter Academy's educational plan (CK, CKLA, Eureka Math, and Core Virtues). Professional development will be evaluated through data derived through assessments and teacher evaluations. Teachers will have common planning times each day and will be expected to work together to develop rigorous lesson plans that meet the individual needs of their students. The teachers of the grade will have two meetings per week together with one of those meetings with the Instructional Coach and/or School Director. Collaboration is key in timing of instruction and the development and practice of strategies to provide the instruction scholars need to achieve academically.

22. Times are suggested for full implementation with fidelity for Core

Knowledge, CKLA, Eureka Math, and Core Virtues by grade as provided by the developers of each of the named programs. Greenwood Charter Academy's schedule will include every minute recommended by the curricula developers and allow for time spent on programming that will meet the unique needs of the Greenwood community, such as everyday PE, instructional coaching, and art and music instruction.

## Educational Plan and Capacity (continued)

---

### Serving Students with Disabilities

---

## Response to Serving Students with Disabilities

1. Every teacher, staff, and administrative member is dedicated to the success of every Greenwood Charter Academy (GCA) scholar. We believe that all scholars are "at-risk" of falling behind academically and socially. As such, GCA leadership will use all available resources and tools to ensure that each child receives a strong foundation for their future. We believe every child shall have the opportunity to be successful, in every class, every day.

GCA will implement a progress monitoring intervention system for all scholars utilizing research based programs focused on indicating academic deficiencies. Along with the expertise of teachers and other personnel for early identification of scholars who are "at-risk", the primary prevention level includes high quality instructional practices and implementation of the Sequence with fidelity.

The middle level includes evidence-based intervention(s) of moderate intensity using skills-based instructional tools. Through collaborative efforts, multiple tiers of increasingly intense instruction/intervention services will be implemented to support scholar academic proficiency. Scholars needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

To ensure scholars do not miss core subject instruction, these interventions shall occur during specific times of the academic day, possible extended school, and if needed, a Saturday Academy. Progress will be monitored through a consistent evaluation process (i.e. timed probes) at minimum each month. If there is no progress after four weeks of intervention, intervention implementation will be evaluated for fidelity and intervention time will intensify.

The school will develop a scholar support team composed of our best classroom teachers, instructional coaches and administrators to collectively analyze, brainstorm interventions and solutions to promote scholar success. We will continue to analyze our school schedule, curriculum and instructional strategies to foster a stronger learning environment and ensure our teachers have a full toolbox of strategies to address any issues.

We will provide professional development around grammar/word walls, verb tense studies, vocabulary frames, and mark-up methods.

In addition, we will train the educators on accelerating the development of critical literacy skills such as reading, writing, and vocabulary primarily through instruction in specially designed language proficiency standards. Throughout the year, students progress in language acquisition will be monitored, and the information obtained will be shared with parents. Teachers will be trained on how to use the Assessment and Remediation Guide within CKLA to monitor and provide appropriate support for language



acquisition and growth.

All children will participate in multiple formal assessments to establish a baseline and personalized education plan. We will utilize NWEA MAP Assessments and Edgenuity for progress monitoring; in addition, we will use common formative assessments developed by our teachers. Through our Tutelage Education Services partnerships, teachers will master the processes of effectively collecting, analyzing, and collaborating to make effective decisions for children.

Regardless of a scholar's unique needs, they all deserve the chance to be able to grow and learn in a safe, engaging, and rigorous environment. scholars with disabilities will receive any and all services required by their Individualized Education Plan (IEP). That being said, these same scholars still need to be exposed to the rich content within the Core Knowledge curriculum. The classroom and EC educators will work together to ensure that the Core Knowledge content will be delivered in a modified form so that they are still being exposed to the knowledge within the curriculum.

GCA will provide educational opportunities to scholars with disabilities in the least restrictive environment with the full continuum of alternative placements, as appropriate. We anticipate that 12% of our school population will require EC services and will plan accordingly. There will be at least one Exceptional Children's teacher on staff who will be responsible for implementing IEPs and monitoring scholars' progress.

2. Classrooms will be equipped with the necessary materials to ensure access to the curriculum. Quarterly, the EC teacher will meet with scholars' classroom teacher(s) to discuss progress and determine if a parental meeting is necessary. On an annual basis, parents, the EC teacher, one regular education teacher, a school administrator, and an individual who can interpret any evaluation data will meet to review the scholar's IEP and to make any necessary changes or recommendations. Parents may request an IEP meeting at any time.

3. Greenwood Charter Academy will ensure that all scholars with disabilities have access to a free and appropriate public education. We will focus on their special education and related services needed in order to ensure that they acquire the best possible education and are being prepared for further education, employment and independent living. We will follow all federal and state laws and regulations relating to the education of scholars with disabilities. All staff will be educated as to the contents and implications of these laws.

We will contract with the appropriate related service providers, including occupational therapists, physical therapists, and speech therapists. Global Teletherapy is one such service provider that is used by a sister school with great success. Global Teletherapy is willing and able to go into a client based relationship with GCA. If GCA enrolls students who are eligible for

one or more of Global Teletherapy's services, an agreement will be completed at the time of enrollment. It is the desire of GCA to provide Special Education services in-house as much as possible.

4. As allowed, Greenwood Charter Academy (GCA) will plan to partner with sponsor to provide for the needs of scholars who are members of a special population. The responsibility for ensuring access to FAPE within the least restrictive environment lies with GCA while the actual services would be provided in collaboration with the sponsor and/or outside service providers with whom GCA selects as partners.

## Goals, Objectives, and Assessment Plan

---

## Response to Goals, Objectives, and Assessment Plan

1. At Greenwood Charter Academy (GCA), our goals have been adopted with a five year vision to be the highest performing public school of choice in Greenwood County.

### Academics:

? By year 5, the percentage of scholars in grades 3 - 8 who are proficient will be at least 20 percent over the district average.

? GCA will meet or exceed academic growth annually and earn no SC Report Card grade lower than a Good in each year of existence.

? Our subgroups' (ELL, EC, FRL, African American and Hispanic) academic achievement gap will decrease by 5% each year per subgroup (Overall school proficiency in an area vs. subgroup proficiency).

### Specific Academic Objectives:

? Establish a clear prevention and intervention plan within the first 30 days of school that identifies scholars performing below grade level.

? Establish a successful tiered education program that provides specific strategies and content to scholars performing below grade level (month 6).

? Have an annual curriculum and instruction audit performed by the Core Knowledge experts to enhance teacher delivery and development.

### Enrollment:

? Based on the first five year ADM projection, the school will meet annual enrollment goals. Our goal is to secure 700 applications for enrollment to achieve our Year 1 goal of serving 525 scholars.

? Our annual scholar attrition rate will decrease annually with a goal of being less than 10% in year one and two.

### Parent Satisfaction:

? According to survey data, our parent and family satisfaction score will remain above 95%.

### Finances:

? GCA will build a cash surplus of \$400,000 by year 2.

### Governance:

? The GCA board will participate in four hours of professional development annually.

? GCA will also participate in professional development opportunities provided by the Authorizer.

### Communication:

? GCA's goals will be communicated to the board of directors each month by the School Director and/or appointed standing committees. The board will adopt a strategic outcomes-based calendar that will allow the board to provide substantial oversight to the school. All organization goals adopted by the board will have specific deliverables (adopted into policy) that will inform the board of the school's progress towards attaining its mission, vision, and goals. These monthly reports will be available electronically to

the general public. In addition to monthly board reports, an annual report will be provided to families, stakeholders, and community partners disseminating the state of GCA. Parents will be informed in regards to our progress monitoring, scholar progression, and reporting processes that include progress reports (minimum quarterly) that are instructional skills specific and parent-friendly.

? Test results will be published with parents, board members, and stakeholders as they become available. Formative NWEA MAP assessments will be shared with the board three times a year, at the close of each testing period. The data concerning State assessments will be communicated to the governing board, parents, and other stakeholders on a yearly basis. Further, a "State of the School" will be published each fall, in which the lead administrator and the governing board will share with parents and other community stakeholders where the school is in terms of achievement and strategic planning. This document will provide those concerned with knowledge of where the school has been and a vision for where the school is headed.

Test results will be published with parents, board members, and stakeholders as they become available. Formative NWEA MAP assessments will be shared with the board three times a year, at the close of each testing period. The data concerning State assessments will be communicated to the governing board, parents, and other stakeholders on a yearly basis. Further, a "State of the School" will be published each fall, in which the lead administrator and the governing board will share with parents and other community stakeholders where the school is in terms of achievement and strategic planning. This document will provide those concerned with knowledge of where the school has been and a vision for where the school is headed.

2. In the area of Greenwood that we would like to serve there is only one school that received an overall rating of good. The majority of the schools in this area have received an overall rating of average, with five elementary schools and one middle school receiving below average ratings. Greenwood Charter Academy aims to be one of the first high-performing public schools in Greenwood.

Two out of the three Greenwood County School Districts have higher chronic absenteeism rates than the state average (13.1). With Greenwood Charter Academy's intense focus on character development and an increased focus on bridging the gap between home life and school life, GCA's goal is to bring the chronic absenteeism rate down drastically.

3. The governing board of Greenwood Charter Academy (GCA) will be integrally involved in assessing how the program is meeting the school's mission. As part of the planning year process, the board will work with the lead administrator, and in collaboration with the school's EMO (i.e. Tutelage Education Services) to ensure the school's alignment towards achieving the adopted goals. This process will entail the development of an

outcomes-based board calendar and strategic plan for approval by the Board that provides specific action to the achievement of each performance goal.

The board will receive ongoing resources, recommendations, support, and training from The Charter Institute at Erskine, Tutelage Education Services, and other governance experts made available to the organization.

To provide effective oversight, the board will appoint committees that measure and analyze the desired outcomes of the school around Academics, Finances, Operations, Development and Governance. Committee members may consist of board members, parents, community members, field experts, and teachers. Each committee will have specific roles and responsibilities which includes the analysis of the deliverable data from the operational oversight and program evaluations. The school's goals (previous section) will be assigned to specific committees for oversight, data analysis, and solutions to identified issues. Evaluation data will be analyzed by committees to identify trends; flag unacceptable results; and make adjustments to the education plan, curriculum, instructional methods, and school operations as necessary.

The committees will provide specific scheduled reports (seven days in advance) to the board according to the outcomes-based board calendar. These reports, as well as strategic questions, will drive the discussion and board action to navigate the organization toward its mission. The lead administrator will be responsible for developing plans of action and solutions. Some actions may require board approval (i.e. curriculum, staffing, academic calendars).

Mission success will also be gauged by demand within the community for spaces in the school and the it's overall organizational health. The School Director will keep the board apprised on a continuous basis of the number of scholars enrolled and the number of scholars on the waiting list. Scholars, parents, and community members will be encouraged to share observations with the School Director, both formally during a yearly survey process, and informally, as concerns and suggestions arise. The School Director will report the results of this survey at the first regularly scheduled board meeting after the close of the survey. Other suggestions and concerns will be communicated as the need arises. As a board, we will analyze data annually to determine the organizational health through school community surveys, student attrition data, teacher turnover, and partnership feedback.

4. To ensure that each scholar is able to grow, learn, and achieve, educators will use NWEA MAP data to plan laser-focused and specific lessons for scholars based on their individual needs. NWEA MAP data can be used to ascertain the exact state standards and skills that each scholar needs to master in order to be able to grow along the RIT bands within NWEA. Using the Classroom Breakdown Grid and the Learning Continuum

within the NWEA MAP portal, scholars can be provided with instruction on both the individual and small group level, allowing the educator to truly differentiate instruction. What this ultimately does is create a scaffolded form of instruction where upon skills are built upon skills.

High level MAP data can and will be used to drive developmental grouping within and even amongst grade levels, further ensuring targeting needs and aligning levels. This same data can be used for reporting to the board and holding the school leader/leadership team accountable to growing the scholars at 1.5 years or more according to the 2015 NWEA MAP Progress Assessment Normative Scores.

Edgenuity (formerly known as Compass/Odyssey Learning) is a piece of educational software directly linked to a scholar's performance on the NWEA MAP Progress Assessment. Each scholar's "backpack" is filled with interactive lessons, activities, and assessments that are at each scholar's RIT range. Educators have the ability to manipulate the "backpacks" by adding items either below or above a scholar's level in addition to the "on level" materials already there. Edgenuity is a powerful tool to build background for scholars and enrich what they already know. Regardless of a scholar's RIT level, they can each be pushed towards achieving mastery of skills.

5. Teachers will be given professional development and common planning time in order to horizontally and vertically articulate in an effort to create common assessments and checks for understanding across grade levels. These assessments and checks will be aligned to the Core Knowledge curriculum, the Core Knowledge Language Arts program, and Math standards, and thereby, align with the South Carolina state standards. The goal of these assessments and checks will be to measure all scholars on what they are required to learn, know, and do; these assessments will give the educators data to either remediate or enrich based on the results.

With the implementation of MTSS, teachers will carry through the three tiered system to ensure that all scholars are receiving the instruction that they need to make continued progress toward performing on grade level in all core subjects. All scholars will be provided Tier 1 instruction. For scholars who score below expectations in one or more critical areas, teachers will provide Tier II instruction. This provides additional instruction designed to supplement, enhance and support Tier 1 for scholars. Tier III services will be offered to scholars who are not showing sufficient progress in Tier II. Tier III services include intensive, individualized interventions and supports.

6. Computers equipped with Edgenuity's software will serve as the teacher's primary resource for assessing scholar achievement. Along with the instructional coach and the school director, this team will analyze and interpret data to create lesson plans that ensure that scholars are taught materials that will result in grade-level proficiency. Teachers will be

responsible for communicating the achievement data to parents, and the school director will be responsible for communicating the school's overall achievement data to both the parents and the board of directors.

7. This question is not applicable to Greenwood Charter Academy.



## Organizational Plan and Capacity

---

## Governing Board

---

## Response to Governing Board

1. The Planning Committee for Greenwood Charter Academy (GCA) is a diverse, accomplished group.

Robert Laney Jr.- Chair

Mr. Laney currently serves his community at the Cherokee County Sheriff's Office as a Deputy. He has been in law enforcement for over ten years, holding several positions within the field. He has a wealth of knowledge and experience in his field and has completed 620 hours worth of training and holds numerous certifications.

Jill Hudson- Vice Chair

Ms. Hudson has a Bachelor's of Science from Mars Hill University. She has served as a teacher's assistant for students aged 3-21 with moderate to severe mental disabilities for the Greenville County School District. Previously, she has served as a teacher for Rutherford County Schools and a private school for seven years and operated a home day care for eight years.

Emily Lunn- Secretary/Treasurer

Ms. Lunn has a Masters in Education Administration and currently serves as a principal mentor at Darlington County School District. She has also held several titles within the field of education such as: Principal, Director of Federal Programs, Coordinator of Testing and Early Childhood, Curriculum Coordinator, LD Resource Teacher, LD Self-contained teacher, and a first grade teacher.

Brittany Burwell- Member

Ms. Burwell has a wide variety of background experiences. Her most recent experience has been staying at home as a mom. Her other experience includes working for Kodiak Construction, H.T. Hackney, Petals and Co, Warren Steel Holdings, Sharon Tube, and Walmart.

Jason Cole- Member

Mr. Cole has a Bachelors of Science in Biology with a minor in Chemistry and a Masters of Arts in School Administration. Mr. Cole added on a NC education certification in 2002. For the last 20 years he has been with Thomas Jefferson Classical Academy as a teacher, facilities director and his current role as principal.

2. This group of individuals came together in an attempt to bring academically rigorous, school choice to the Greenwood County education community.

3. We understand that the Board of Directors does not carry out management roles or responsibilities. We do however function as a team of like minded, skilled community members who are the overall responsible entity for the school's overall success and failures. We make decisions based upon the information we are provided and what is best for moving the organization towards its ultimate vision and goals.

Our key responsibilities are to work with our EMO, Tutelage Education Services (1) to ensure the school's academic program is successful, measured by both internal and external assessments; (2) the school's operational programs are faithful to the terms of its charter, including compliance with statutory and regulatory requirements; and (3) the school is a viable organization, which includes, among other things, that it is financially solvent and has a competent and professional staff.

Before Greenwood Charter Academy (GCA) opens, the board's primary responsibilities will be working with our EMO, Tutelage Education Services, building strong relationships in the community, recruiting families, and ensuring our facility will provide a safe and secure learning environment. We will establish engaged committees and partnerships that will embrace and enhance the mission of the school and provide strict financial oversight, as called for by a fiduciary responsibility to the school. Once the school opens, we will shift from a founding board to a governing board.

Our role as a board includes to annually set the overall scholar outcomes; establish policy that is fair to all constituents and creates the operational boundaries; evaluate our partnership with the management company; approve substantial third party agreements and staff contracts; set the organization's vision and goals; evaluate the effectiveness of the school's operational plans; develop a sustainable governance model that recruits effective leaders; oversee the school's finances; and grow as an organization.

Our duties as a board revolve around three words: care, loyalty, and obedience. As stewards of the charter we must exercise reasonable care when making decisions, understand the finances, and participate in its governance; we must also attend all board and committee meetings and participate in decision-making and policy setting while actively participating in risk assessment and strategic planning.

Our duty of Loyalty means that we will never use information obtained as a member for personal gain, and we will always act in the best interest of the organization by being aware of our conflict of interest policy, avoiding transactions that may result in financial gain.

Finally, our duty of Obedience ensures we will not act in a way that is inconsistent with the central goals of the organization. This means we ensure the organization complies with all applicable laws and regulations and with its own internal documents and policies.

Through our EMO, GCA will recruit a School Director who leads with the highest qualities of a leader. Tutelage Education Services organization has a strong reputation for the development of highly effective public charter school leaders who have experience developing high quality Core Knowledge schools. The GCA board will approve the hiring of the School

Director.

Before making our final decision regarding our School Director, we expect to spend time with the candidates in school settings, community events, and interviews to ensure this leader knows and understands the challenges he/she will face as a founding charter school principal.

Supervision of the school leader will occur through a strong relationship between he/she, Tutelage Education Services and the governing board. Tutelage Education Services and the board will agree on specific measurables, channels of communication and what items he/she will need to report to the board formally and informally. This will take intentional action and trust between both parties but is critical to the organization's long term success.

4. The board will consist of no fewer than seven and no more than twelve members with four officers. We aim to develop committees to assist with the deeper work of the board. As a like-minded governing board, we have skill sets in the areas of Community Activism, Legal, Education, and Business. We continue to add Board members and are specifically seeking members with experience and expertise in Real Estate, Technology, and Human Resources.

In alignment to the organizational goals, the leadership team will present tangible evidence that the board will adopt to be the specific deliverables that demonstrate the progress toward each organizational goal. The school leader and each standing committee will collect and analyze specific data and report to the board based on the schedule according to the Outcomes Based Calendar. The lead administrator will create a plan based upon the data analysis. In addition, the board will host an annual retreat to gather to analyze yearlong data and program evaluations to determine if adequate progress is being made.

Our board, and partnering EMO, believe the purpose of evaluation is to promote personal and professional growth. The Greenwood Charter Academy School Director will be evaluated based on the progress towards the organizational goals, management of the school's budget, development and navigation of the organization, progress towards a successful charter renewal, and good standing with the authorizer and community as noted in the prior section. Ultimately, the school's success shall correlate to the success of the school leaders ability to effectively lead the school. This evaluation will occur formally every six months. The Governance Committee will be assigned to perform this responsibility.

The board's composition will ensure active and effective representation of key stakeholders by including business and community members. We will continue to strike a similar balance on future boards as founding board members term end. We will also engage parents and other key stakeholders when engaging in such activities as fundraising and strategic

long and short term planning.

5. As described in our By-Laws Section 2.3 Election, The members of the Board of Directors shall serve a term of two (2) years from the date of their appointments or until their successors are seated. A full two year term shall be considered to have been served upon the passage of three (3) annual meetings. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board must be individuals who have a background in K-12 education or in business. These members shall be appointed by the board to serve two year terms. The other fifty percent of the board shall be elected by the employees and the parents or guardians of scholars enrolled in Greenwood Charter Academy. Parents or guardians shall have one vote for each scholar enrolled. All members must be residents of the State of South Carolina. After election, the term of a director may not be reduced. Directors shall take office on the next scheduled meeting following the meeting at which they are elected.

6. The planning team members were recruited and selected for their varied backgrounds and common concern for providing educational choices and a quality education to the scholars of Greenwood County. Several meetings were held that were open to all interested members of the community. From those meetings, leaders who wanted to take further action emerged and were selected to be on the board. Additional members were recruited based on the need for their specific area of expertise. The board has been working diligently to secure strong standing and credibility in the community to establish this public school of choice.

Board recruitment will be ongoing. There will be a succession plan in place that will include each member recruiting one to three potential new members that match their skill sets. These potential members will be added to a standing committee until there is a board seat available. We will work closely with these partnering stakeholders and hope to recruit many of them to join our board full time. If a position becomes vacant, new members may be elected within three months of the vacancy (based on the need), or at the scheduled annual meeting. Members will be recruited based on the needs of the board at the time and chosen based on recommendations from the Nominating Committee.

7. New board members will be assigned a mentor when they are elected to the board. That mentor will review the resource binder created by the founding board. The binder includes a copy of the charter application, the charter agreement with the state, the board's bylaws and policy manual, a copy of the Open Meetings Laws, a copy of all charter and public school laws, the expectations of a board member, and a calendar of monthly scheduled meetings. Most importantly, they will get an overview of the board's goals, successes and current challenges. Hopefully this new member will have spent time on a committee and have a strong understanding of the organization.

Every board member will be required to attend at minimum four hours of governance training annually. Tutelage Education Services provides funding for board members to attend governance training. In addition, board members will have the opportunity to collaborate with board members from other Tutelage Education Services partner schools, share best practices, and receive information on Core Knowledge, Math Standards, NWEA MAP assessments and Edgenuity. Additional training scheduled could be feedback from experts (i.e. audits), state provided sessions, education on legal matters, strategic planning, nonprofit best practices, and personal time spent reading about how effective boards operate and then sharing insights gained as a result of that reading.

Tutelage Education Services or the Core Knowledge Foundation will also provide professional development to the faculty and staff. This will ensure continuity of our mission and will create open lines of communication between the board and the school community. We plan to retain legal counsel familiar with public school law to assist with training on open meetings/public records, compliance with our bylaws and other pertinent legal matters dealing with education.

#### Specific Training Topics:

A. Financial: After completion of training, participants will be able to demonstrate knowledge of creating, presenting, monitoring and implementing a sound financial plan and an approved budget. Participants will identify overall financial strength and viability; the school's return on investment through financial planning; and revenue growth through enrollment projections

B. Roles and Responsibilities: This annual training will ensure our members understand that their role is to govern how well the plans of the operations team are meeting the needs of the scholars, staff and stakeholders. The operations team determines how they will meet the needs of the scholars, staff, and stakeholders.

C. Legal Compliance: This session will review our organization's most critical documents, federal, statutory and regulatory requirements (including Freedom of Information Act).

8. The primary decision-making process the Board will use is deliberation as an authorized group (full-Board or committees) based on research, analysis, counsel feedback, and experiences in monthly regular or special meetings to address the issues regarding the school's operation and compliance. We will also work in partnership with Tutelage Education Services and their experts. This will be the only way for the board to be truly effective when making important decisions. The meetings will be organized in a way that invite debate and discussion but also manage conflict and problems that arise as a result of healthy debate. The board will work with key stakeholders (parents, community members, lead

administrator) to gain a well-rounded perspective with regard to school policies. Additionally, the board will reach out to other successful charter school boards to utilize their perspective and wisdom with regards to school policies. As with all the decisions made by the board, paramount is the fact that these policies support the mission and goals of Greenwood Charter Academy.

Our policies will be value-oriented and product driven; legal and do NOT deny constitutional rights; communicated to ALL stakeholders; and written within the scope of the FULL boards authority. The policies will be adopted with the full authority of the board.

In developing school policies, initial recommendations will come from committees, the School Director, and parents based on whether our policies are meeting our desired purpose and the law. The process will be as follows:

- A need will be identified.
- Data will be collected.
- Recommendations will be made.
- Policy will be drafted.
- Policy will be introduced for stakeholder input.
- Policy will be presented to the board for discussion and a vote.
- Policy will be embedded into the school's manual, disseminated, and communicated.
- Policy will be reviewed annually as needed

9. Greenwood Charter Academy (GCA) proposes to enter into a EMO contract with Tutelage Education Services. They will be provide:

1. Marketing and scholar recruitment support.
2. Academic programming support.
3. Scholar accounting and full financial services.
4. Access to experience of Tutelage Education Services network schools.
5. Lesson plans for the entire school year.

Tutelage Education Services is a managing partner with the GCA board. They will be responsible for the "How Will" for the school's overall planning and implementation. They will work in collaboration with the board to ensure the overall school mission, purpose, and key tenets of the education plan are implemented with fidelity throughout the learning organization.

The board will form advisory groups to advise the board in four basic areas: governance, academics, finances, and development. Only the board has the authority to make decisions and take action in these four areas, although the board will seriously consider input from the following advisory bodies:

1. Parent Teacher Organization: The role of the PTO is to support the teachers and staff in their mission. They will be their own entity and report to the School Director.

2. The Nominating Committee: The Nominating Committee will consist of members of the board who will recruit and nominate new members to the board.
  3. The Academic Committee: The Academic Committee will consist of board members and the Core Knowledge experts from both the elementary and middle school. The Academic Committee will ensure that the mission of the school is being realized in the classroom by analyzing test data, completing site observations and gathering input from the school community. They will report their findings and make recommendations to the board.
  4. The Finance Committee: The Finance Committee will consist of board members. The members of this committee should possess a strong financial background. They will review and make recommendations on the budget proposed by Tutelage Education Services, as well as on other major financial decisions impacting the school. They will report directly to the board.
  5. The Personnel Committee: This committee will consist of board members and will work with the School Director on personnel matters. The School Director will recommend the hiring of staff and teachers. The final hiring and firing decisions rest with the board. They will also work in conjunction with the Finance Committee regarding employee compensation and benefits.
10. This question is not applicable to Greenwood Charter Academy.





## Response to EMO/CMO Contracts

The Greenwood Charter Academy (GCA) board's focus was to evaluate whether we wanted and could open the school ourselves or to partner with Tutelage Education Services. We were led to Tutelage Education Services by other leaders we respect in the charter school industry. We visited and talked with leadership at Piedmont Community Charter School: CFA in Gastonia, NC. The board is aware of National Heritage and the Charter Schools USA models. We did not look at any others.

GCA elected to partner with Tutelage Education Services as our EMO to reduce risk and maximize scholar achievement. We visited the high-performing Piedmont Community Charter School: CFA in Gastonia, NC to gain an understanding of what we could achieve as a school with a partnership with Tutelage Education Services. Once we saw Core Knowledge instruction firsthand and experienced the vibrant school culture, we knew we had decided upon our partner.

In addition to a strong academic model, Tutelage Education Services has extensive experience in governance, operations, and academics.

The planning committee preferred Tutelage Education Services' model to other models for the following reasons:

1. They do not require participating boards to purchase their facility from the EMO, nor do they use sweep accounts.
2. Their 10% fee is transparent as it is a fixed fee based upon total revenue.
3. The Educational Plan was direct and results based. The data driven values of all their schools were very important.

Because Tutelage Education Services has a proven educational model that aligns with our goals and community, we are confident that together we can operate a successful school that effectively teaches scholars and reaches its stated mission. Tutelage Education Services will assist during the planning months, and they will recruit and recommend the hiring of the School Director. They will provide financial and scholar support services, and they will provide website, logo, mascot, marketing, and scholar recruitment support. They will provide financing for some of the start-up costs, such as the principal's salary prior to July, curriculum, technology, and furniture if needed. Bottom line, they are a non-profit that knows how to open and operate charter schools. Tutelage Education Services will be an excellent partner. They will support us in the facility development process but did not require us to work with them directly on the facility. Their core values line up with our values and goals, and we are confident that it is the best fit for GCA. Together, we are excited about educating the next generation of great American citizens.

2. The Board will approve all contracts for teachers and staff. Tutelage Education Services will recommend the School Director, and the board will approve. The School Director will recommend and the board will approve all employee contracts. All teachers are employees of the school and not

the EMO.

3. The attached contract outlines the period of the contract, the responsibilities of both parties, and the terms for termination by either party.

4. There aren't any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed EMO/CMO, and any affiliated business entities at the time of submission of this application.

5. There aren't any subsidiaries or related entities that are affiliated or owned in whole or in part by the EMO/CMO at the time of submission of this application.

6. A potential loan for cash flow is reflected in the budget and documented in the attachments.

7. We understand that the State of South Carolina grants the charter to the Board of Directors. We are responsible for the governance and oversight of the school, and we cannot delegate that authority. We will set up measures to monitor the financial and academic performance of the school. We are entering into a contract with Tutelage Education Services to recommend the hiring of the School Director and to operate the school. We will be active and not passive board members. We live in this community and want to provide parents with the educational freedom to select the best education setting for their scholars. We want Greenwood Charter Academy to be a destination of choice for the scholars and teachers.

8.

Part 1: The school's governing board does not intend to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement, or any other facility or financing relationships with the EMO/CMO.

Part 2: Property purchased with public funds will be the property of the school and not the EMO. While the operating and capital expenditures will be overseen by the EMO, ultimately the Board of Directors is responsible. The EMO must stay the course of the budget as set by the Board of Directors. The School Director may move up to \$2,000 per line item between Board meetings if the funds are available. A full finance report must be given for each budget line and each allocated dollar each month. The Board will have a finance committee, meeting regularly to oversee the finances of the school.

9. Tutelage Education Services is a newly formed EMO, so this question is not applicable to this application.

10. Greenwood Charter Academy will be one of the first in South Carolina operating under the Tutelage Education Services EMO model. Tutelage

Education Services will assist with start-up costs that include hiring the School Director, marketing, website, social media, logo design, ready to open process, policy and procedure development, financial services, scholar support services, furniture, curriculum, technology, etc.

11. Tutelage Education Services is a newly formed EMO, so this question is not applicable to this application.

12. Tutelage Education Services is a newly formed EMO, so this question is not applicable to this application.

13. Tutelage Education Services is a newly formed EMO, so this question is not applicable to this application.



## Response to Administrative Structure/Building Leadership

1. The School Director (SD) is the lead administrator, and all employees report to the SD. The Instructional Coaches are a direct report to the SD and have authority over the academic implementation of the instructors. The Exceptional Children's Director is a part of the administration as is the Guidance Counselor.

2. Greenwood Charter Academy's (GCA) staff will be held to high quality standards by carrying out the GCA mission every day. All staff members are expected to communicate clear expectations and goals, uphold all legal, professional, and ethical requirements of the profession, and create an environment conducive to learning. Detailed expectations for key roles are outlined below:

### School Director:

- Hold a Master's Degree in Administration or equivalent education and experience and must have five years of administrative experience.
- Ensure that the Core Knowledge Sequence in alignment with the South Carolina College- and Career-Readiness Standards are being implemented in the classroom on a daily basis.
- Supervise and manage the GCA's staff and report on the school's overall operation to the GCA's board of directors every month.
- Responsible for handling scholar and staff conduct in accordance with GCA's scholar and staff handbooks.
- Will be active in coordinating the GCA's professional development plan.
- Oversee the creation and implementation of the school's marketing plan.
- Ensure that the school operates within the budget and be responsible for all fiduciary requirements.

### Office Manager:

- Have a bachelor's degree.
- Coordinate and maintain the teacher licensure program.
- Have two years or more of administrative experience.
- Assist in coordinating the professional development plan.
- The lead person to whom all contract positions report; this includes being the point of contact for the -- PowerSchool administrator.
- Report to the School Director.
- Assist in marketing.

### Core Content areas, EC, Music, Physical Education, Technology, and Art:

- Hold a bachelor's degree or equivalent education experience.
- Teach the Core Knowledge Sequence in alignment with the South Carolina College- and Career-Readiness Standards.
- Create a classroom climate conducive to learning.
- Create open lines of communication with parents.
- Offer tutoring and enrichment activities to scholars as needs arise.
- Communicate clear expectations, goals, and grading requirements to both parents and scholars.
- Differentiate lesson plans to fit the needs of individual scholars.
- Maintain and keep current records on all scholars, including portfolio work

and grades.

Content Coaches:

- Must hold a Bachelor's Degree
- Coordinate the school's Core Knowledge program
- Train new teachers in Core Knowledge
- Assist teachers in Core Knowledge

Office Assistant:

- Hold an Associate's degree or equivalent experience.
- Have at least two years experience as an administrative assistant.
- Coordinate and run the GCA's front office and adhere to all duties encompassed therein.
- Coordinate school volunteers.
- Assist the assistant administrator and the lead administrator as the need arises.

3. The School Director (SD) will be advertised and sought from a wide area to include SC, NC, and GA. Tutelage Education Services will narrow the list and interview candidates. After interviews, a candidate will be presented to the full board for their review and potential approval. Tutelage Education Services will not hire a SD that the board does not fully support. Because of the support of the EMO, the transition from board to SD leadership will be seamless. This planning committee has been involved but clearly understands that day to day operations are to be handled by the SD, overseen by the EMO.

4. Greenwood Charter Academy (GCA) will engage parents and residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. There has already been an organized effort by parents and community leaders to notify the public about GCA. Locally, we have distributed surveys to the community, and sent letters to leadership throughout the State. Board meetings will be transparent and maintain a section of time built for public comments. We will also schedule town hall meetings to allow the community to express their larger concerns.

GCA will engage parents early and frequently in the school year and highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school life. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, displaying scholar work, varying from the arts to core subjects, including science and technology. Parents will be invited to participate in the Core Knowledge Domain Celebrations.

GCA will also develop a strong Parent Teacher Organization with parents

and teachers working closely together to carry out the mission of the school. The board will encourage open and transparent communication with parents and encourage parents to become a part of the fabric of GCA. Leadership will write monthly newsletters to provide the state of the charter and new happenings. At the end of the year, the leadership team will collaborate with PTO to write the "State of the Charter" address. This document will be utilized to write grants and request outside funding to further support the school's needs. One intentional parental engagement tool will be family breakfasts and consistent and clear communication from the administration and individual teachers. Parents will be made aware of volunteer opportunities by email, social media, and newsletters.

5. The full leadership positions are clearly reflected in the budget in Year One as 1 School Director, 1 Content Coaches, 1 Guidance Counselor, and 2 EC Teachers (One will serve as the director). By Year Five, the leadership positions will grow to 1 School Director, 2 Content Coaches, 1 Guidance Counselor, and 4 EC Teachers (One will serve as the director). The EC department will grow as described but modifications may be made due to need and number of scholars who qualify for services.

6. Our board, and partnering EMO, believe the purpose of evaluation is to promote personal and professional growth. The Greenwood Charter Academy School Director will be evaluated based on the progress towards the organizational goals, management of the school's budget, development and navigation of the organization, progress towards a successful charter renewal, and good standing with the authorizer and community as noted in the prior section. Ultimately, the school's success shall correlate to the success of the School Director's ability to effectively lead the school. This evaluation will occur formally every six months. The Governance Committee will be assigned to perform this responsibility.

The Board of Directors will evaluate the EMO relationship on results of scholars, finance, enrollment, and compliance with all SC state laws and regulations. While ongoing, a formal evaluation will take place at the Board's yearly retreat.

7. This question is not applicable to Greenwood Charter Academy.





## Response to Employees

1. Tutelage Education Services will recommend the hiring and dismissal of the School Director. The board will approve the recommendation. The School Director will recommend the hiring and dismissal of the teachers and staff. The board will approve the recommendations.

The hiring process will include practices to understand how each employee is exemplary in communication, relationship building, and collaboration. In addition, we will hire teachers who are coachable, hungry to learn, and socially smart. Greenwood Charter Academy (GCA) will recruit faculty that embrace our mission to foster scholar learning and achievement and inspire scholars to become independent thinkers, effective communicators, and contributing citizens of a global society.

Our required applications will contain:

- ? a sealed college/university transcript, indicating a cumulative GPA of 3.0 or higher;
- ? a clean National Criminal Background Investigation Check;
- ? three letters of reference documenting leadership and community service;
  
- ? submission of sample teaching video;
- ? demonstration of superior writing skills through submission of writing samples; and
- ? teaching portfolio with sample units.

Our hiring process will include:

1. Initial screening interview.
  2. Teaching observation to observe abilities to engage, educate, and communicate.
  3. Formal interview to debunk any theories.
  4. Participation in school events to determine how you interact with others.
- The board may need to approve dismissal of staff members based on their actions. Our School Director will be responsible for creating the evaluation tool, providing effective feedback, and utilizing experts to help educators to grow. An employee may be placed on an action plan prior to recommendation for dismissal; however, no one is more important than the overall culture of the school. The board may verify these processes were carried out with fidelity through an internal committee or external review.

Greenwood Charter Academy (GCA) will attend and potentially host job fairs in and around Greenwood. We will also work with regional colleges and universities to help identify qualified and interested candidates for our available positions. We additionally anticipate using online human resources sites, such as Indeed.com, to be a strong resource for recruitment.

GCA will focus on people first and provide an atmosphere of respect for all faculty and staff members. Our decision-making processes will intentionally include staff to help guide the school's leadership in accomplishing the mission. Teachers will be supported professionally through learning

communities, high level professional development, instructional coaches, and internal mentoring system. We aim to provide teachers a competitive benefits package and will be paid commensurate with their experience. The school will offer a 401(k) plan to all full-time employees. This type of plan, a defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. In addition, the plan will provide for an employer match of up to 3% employee annual contribution.

Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as life insurance and disability benefits. The school is currently planning to forgo the state retirement plan and health plan but will make that decision final upon the charter approval. The costs of mandatory unemployment and workers compensation insurance will be incurred by the school. Our Assistant Teachers will serve as a built-in recruiting source for new teachers. Many will be certified or working toward certification and will be candidates for open teaching positions.

If an employee has a concern or complaint, involving any aspect of his or her employment including a decision regarding termination, then the employee may follow the steps outlined below:

1. Concerns and complaints should be communicated to the School Director. When appropriate, the School Director will reach out to the EMO for advice regarding the grievance.
2. If the matter concerns the School Director or if the matter remains unresolved after the meeting with the School Director, then the employee may follow the board's policy and grievance process, which includes communicating in writing with the Chair of the board Governance committee appointed specifically to respond to grievances. This committee will contact the EMO for insight and guidance regarding the grievance.

Ultimately, the board decides on any responses or action steps as responses to the grievance.

2. Greenwood Charter Academy (GCA) will recruit nationally as well as locally. We will attend and potentially host job fairs in and around Greenwood County. We will also work with regional colleges and universities to help identify qualified and interested candidates for our available positions.

GCA will focus on people first and provide an atmosphere of respect for all faculty and staff members. Our decision-making processes will intentionally include staff to help guide the school's leadership in accomplishing the mission. Teachers will be supported professionally through learning communities, high level professional development, instructional coaches, and internal mentoring system. We aim to provide teachers a competitive benefits package and will be paid commensurate with their experience. The school will offer a 401(k) plan to all full-time employees. This type of plan, a

defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. In addition, the plan will provide for an employer match of up to 3% employee annual contribution.

Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as life insurance and disability benefits. The school is currently planning to forgo the state retirement plan and health plan but will make that decision final upon the charter approval. The costs of mandatory unemployment and worker's compensation insurance will be incurred by the school. Our Assistant Teachers will serve as a built-in recruiting source for new teachers. Many will be certified or working toward certification and will be candidates for open teaching positions.

3. At least one member of the administrative staff will hold a current SC certification of administration or has at least one year of experience in the field of school-based administration.

4. Greenwood Charter Academy will adopt the ADEPT Evaluation System to evaluate teachers.

5. We have reserved professional development time for the School Director or their designee to fully address all employment policies. Each employee will also receive a full electronic copy of all policies and acknowledge the receipt of by electronic signature. Any and all updates to policies will be electronically communicated to all employees within 30 days of the change and before the change begins.

6. Greenwood Charter Academy is committed to a positive learning environment, and it encourages open discussions among employees, administrators, board members, parents, and scholars. Occasionally, concerns or questions may arise among members of our school community. If an employee has a problem with regard to another employee, the following steps should be taken as needed:

1. Discuss this problem with the related party immediately.
2. If an employee has a concern or complaint, then the employee should communicate with the School Director. When appropriate, the School Director will reach out to the EMO for advice regarding the grievance.
3. If the matter concerns the School Director or if the matter remains unresolved after the meeting with the School Director, then the employee may follow the boards policy and grievance process, which includes communicating in writing with the Chair of the board Governance committee appointed specifically to respond to grievances. This committee will contact the EMO for insight and guidance regarding the grievance.

Ultimately, the board decides on any responses or action steps as responses to the grievance.

## Organizational Plan and Capacity (continued)

---

### Enrollment

---

## Response to Enrollment

1. Immediately following preliminary approval of our charter, Greenwood Charter Academy (GCA) will conduct open enrollment. In community information sessions and in social media posts, we will make interested parties aware of the enrollment process and timelines. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, GCA will determine if a lottery is needed. If a lottery is not needed, all applicants will be accepted and parents and guardians will be notified. Parents and guardians need to respond about their scholar's attendance at GCA within the timeframes outlined in our enrollment policy. If a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery.

The lottery will be open to the public and names will be decided by a computerized randomization system in accordance with the policies adopted in South Carolina's Code of Laws. Once the names are chosen, the parent or guardian will have to respond within the timeframes outlined within our enrollment policy. GCA will abide by the following:

-Children of the committee members and full-time staff members will receive priority admission, up to 20% of the total enrollment.

We anticipate developing a waitlist of scholars. If a scholar withdraws, the next name on the waiting list will be offered a seat, and that scholar's parent or guardian will be given one business day to respond. The School Director will develop a process to maintain effective scholar records and transfer documentation in a timely manner.

We will utilize community meetings and open forums prior to the beginning of the admissions process. The purpose of these is to inform the public of the enrollment period, as well as to share our vision and mission with interested parents and community members.

In the event that a scholar withdraws from the school, the parent or legal guardian should immediately notify the school. GCA will verify the withdrawal of the scholar by letter. Once the letter is submitted, that seat will be open and if needed, the waiting list will be utilized. Any family who makes the choice to withdraw their scholar(s) will be asked for an exit interview as well as sent a survey. The family's decision will be honored and the scholar will be released in PowerSchool promptly, within one school day.

2. Greenwood Charter Academy (GCA) understands that to be successful as a charter school, we must maintain full enrollment of scholars in our first year. This will be accomplished through teamwork of the GCA board, School Director, and our EMO. Tutelage Education Services will also

provide a website to communicate with potential scholars and parents. We will also utilize social media such as Facebook to advertise to and educate the general public. We will participate in community events and hold community information sessions. To reach and maintain full enrollment we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

Charter Application Phase: Gather additional information regarding the educational need or interest for a public charter school from 400 families; recruit additional critical friends for committees; and add five potential community partnerships.

During this phase, the board will participate in community events, visit daycare facilities, and hold community information sessions. Conduct a series of public relations endeavors to publicize the school to the community at large so that interested parties will be aware of the school's upcoming application submission. Strengthen the social media presence, email blasts, and communication with the local community regarding application submissions dates and processes. Receive interest forms from parents.

Planning Year: Obtain 200 Letters of Intent (LOI). Educate parents that Letters of Intent cannot be utilized as applications for enrollment; instead, their purpose is to provide the board insight into the level of interest in the school in the Greenwood area. We will collect contact information utilizing LOI format and recruit prospective volunteers and board members. We will utilize our best marketing tools, our enrolled families, and host community gatherings, public charter school town hall meetings and potential employment fairs. Members of the board of directors will visit local preschools, day cares, churches, other child related organizations, and community organizations to distribute information.

Once the School Director is in place, he or she will perform this duty in conjunction with board members. We will also speak at local civic meetings, such as Rotary Club, Kiwanis Club, Civitan Club, etc. To ensure that we are reaching all demographics, we will conduct community meetings open to the public throughout Greenwood at branches of the local public library and at local churches. At these meetings, we will use a powerpoint presentation to provide information about the school and the application process. One of our board members and one of our consultants are bilingual and will assist in interpreting during the meeting and translating brochures and fliers. A representative of GCA will attend community events to promote the school.

Final Planning Period: Secure 700 applications for enrollment by sending direct mailing to households in specific zip codes. After the lottery, we will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.

First 20 Days of School: We will build and sustain a waitlist >25% above capacity per grade. Action: After testing marketing strategies that worked best over the past 18 months, we will focus our attention on the top two strategies and continue to promote in the community.

3. Greenwood Charter Academy (GCA) will engage parents and the residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. There has already been an organized effort by parents and community leaders to notify the public about GCA. Locally, we have distributed surveys to the community and are organizing a community meeting in the spring.

Board meetings will be transparent and maintain a section of time built for public comments. We will also schedule town hall meetings to allow the community to express their larger concerns. GCA will engage parents early and frequently in the school year and highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school life. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, displaying scholar work, varying from the arts to core subjects, including science and technology. Parents will be invited to participate in the Core Knowledge Domain Celebrations.

GCA will also develop a strong Parent Teacher Organization with parents and teachers working closely together to carry out the mission of the school. The board will encourage open and transparent communication with parents and encourage parents to become a part of the fabric of GCA. Leadership will write monthly newsletters to provide the state of the charter and new happenings. At the end of the year, the leadership team will collaborate with PTO to write the "State of the Charter" address. This document will be utilized to write grants and request outside funding to further support the school's needs. One intentional parental engagement tool will encourage parents to volunteer. They will be made aware of volunteer opportunities by email, social media, and newsletters.

4. Immediately following preliminary approval of our charter, Greenwood Charter Academy (GCA) will conduct open enrollment. In community information sessions and in social media posts, we will make interested parties aware of the enrollment process and timelines. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, GCA will determine if a lottery is needed. If a lottery is not needed, all applicants will be accepted and parents and guardians will be notified.



Parents and guardians need to respond about their scholar's attendance at GCA within the timeframes outlined in our enrollment policy. If a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery. The lottery will be open to the public and names will be decided by a computerized randomization system. Once the names are chosen, the parent or guardian will have to respond within the timeframes outlined within our enrollment policy.

5. Employee's and the Board of Director's children will have enrollment priority. Siblings of admitted scholars will also have enrollment priority. The total number of priority students will not outnumber 20% as mandated by state regulation.

6. This question is not applicable to Greenwood Charter Academy.

7. Greenwood Charter Academy will be located in the heart of Greenwood County. Transportation will be offered but only within the county. With the feedback we've received from community members regarding their interest and support of a new charter school in Greenwood, we strongly believe that 90% or more of our scholar population will be Greenwood County residents.



## Response to Student Conduct, Rights, and Responsibilities

1. During Greenwood Charter Academy's planning year, a scholar handbook and related policies will be developed by members of the planning committee with education and legal experience so that the handbook and all policies are in compliance with the Family Education Rights and Privacy Act and in accordance to best practices that will enable the teaching and administrative team the ability to ensure that the school reaches its mission.

2. Scholars are expected to follow all behavioral guidelines set forth in the Scholar Handbook. Our character development programs will play a role in helping scholars control their own behavior and solve problems without teacher intervention. As the Core Knowledge Sequence builds on prior knowledge, we believe this educational model allows for scholars to recognize appropriate behaviors that have been previously taught and modeled. Just as scholars will build on prior knowledge academically, they will be expected to do so socially and emotionally as well.

We will implement strategies to support the social emotional needs of scholars, including teaching The Core Virtues program on a daily basis during Morning Circle. This will meet the scholars' socio-emotional needs and further develop their moral, civic, and intellectual virtues. With each scholar having a common understanding and shared expectations for how to work with and alongside classmates and do what's expected, so much more can be accomplished than is typical between August and June.

Our referral program will give teachers a clear referral path for scholars exhibiting struggles with behavior. The guidance counselor will use the MTSS process as it relates to behavior and offer the support that the scholar needs to be returned to the highest tier of functionality possible. The guidance counselor will consider environmental factors that could influence a scholar's decision-making process and impact his or her overall effectiveness at school. The guidance counselor and teacher will then coordinate effort to implement services and/or interventions.

Teachers and support staff will be trained to evaluate scholars in key social-emotional learning competencies, including self-awareness, relationship skills, and responsible decision-making. This will enable teachers to identify scholars who are in need of services. The School Improvement Team will manage these cases and provide accountability reports to demonstrate that scholar progress is being monitored, evaluated, and changed as necessary according to the scholar services plan.

A Code of Conduct contract will be provided to parents and scholars prior to the start of the school year. It outlines and defines the infractions that may lead to in-school consequences, and/or to suspension and expulsion. Depending on the severity and situation of each case, there are a range of offenses that may lead to a consequence ranging from in-school disciplinary action to long-term suspension and expulsion:

- Infractions of class/school rules
- Contraband items (i.e. lighters, matches)
- Integrity (i.e. cheating, forgery)
- Trespassing
- Inappropriate interpersonal/sexual behavior (including harassment)
- Disrespect and noncompliance
- Use of electronic devices
- Gambling
- Harassment, abusive, offensive language
- Bullying Hazing
- Physical, written, or verbal aggression, or threat of
- Unjustified activation of a fire alarm or other system
- Theft or destruction
- Possession of tobacco, narcotics, alcohol, or controlled substance
- Possession of a weapon, including a firearm.

3. Scholars will be granted due process rights, including the opportunity for a hearing before the Board, in accordance with the state law for suspensions and expulsions.

4. While it may be necessary for scholars with disabilities to be suspended or expelled from the school, before those scholars can be suspended for more than 10 school days in a given school year, a manifestation determination meeting will be held by the IEP team to decide if the scholar's disability caused the misbehavior. The outcome may impact any further disciplinary action taken related to the scholar, as to ensure the scholar will not be denied FAPE per federal law.

5. To Greenwood Charter Academy (GCA), due process serves two goals:

1. Through the use of fair procedures, to create more accurate results.
2. Ensure that all parties are treated fairly by giving them an opportunity to share their side of the story.

At GCA, we will ensure that all scholars receive due process and that during that process, the school will endeavor to achieve those two goals. A scholar will always be treated with fundamental fairness, will remain fully informed about his/her alleged breach of behavior, and will be provided with an opportunity to respond to such charges. Our procedures are in compliance with State law and also serve to ensure that the process is fair to all parties and includes an opportunity for all parties to be heard.

To ensure that scholars with disabilities are not disproportionately affected by the discipline policy, we will be vigilant in the monitoring of IEP's to ensure that both academic and behavioral goals are being met consistently and accurately reflect the current and ongoing needs of the scholars in an effort to address behaviors that have the potential to become problematic and result in a suspension.

A discipline hearing will be conducted for scholars who have been

suspended, expelled for more than ten (10) school days. The Board shall appoint members to a Discipline Hearing Committee, and that committee will be charged with hearing individual cases; preparing and disseminating the minutes of each meeting; setting the time, place and date for each hearing; notify appropriate persons of each meeting within forty-eight (48) hours of receiving notification of the suspension/expulsion; and signing and maintaining a copy of minutes of meeting.

Each hearing shall be conducted by at least three (3) members of the Discipline Hearing Committee, and the hearing must be held, a decision must be rendered, and notification of the decision must be provided to the parents and/or scholar and the principal no later than ten (10) days after the beginning of the suspension/expulsion. Notification of the decision shall include a statement of the right of either party within five (5) days after receiving the decision to request a review by the Board.

The discipline Hearing Committee may take the following disciplinary actions:

1. Affirm the decision of the school principal;
2. Order removal of the suspension/expulsion unconditionally;
3. Order removal of the suspension/expulsion upon such terms and conditions as it deems reasonable;
4. Suspend or Expel the student for a specified period of time.

If a review of the hearing is requested by either the scholar or principal, the Board shall either review the record or grant a second hearing. If the Board chooses to review the record it shall:

1. Affirm the decision of the hearing authority; or
2. Modify the decision to a lesser penalty; or
3. Grant a hearing before the Board.

If the Board chooses to grant a hearing, it may:

1. Affirm the decision of the hearing authority; or
2. Modify the decision in any manner\*; or
3. Impose a more severe penalty than that of the hearing authority.

## Transportation

---

### Response to Transportation

1. Our plan will consist of a variety of offerings to ensure that all enrolled scholars have a choice about how they will arrive at school each day. We plan on purchasing two used school buses and build a strategic cluster stop system to transport children. We will utilize a program such as Google Fusion (based on student addresses) to determine the best location for a cluster stop. Over the next year, we will determine the method in which scholars will qualify for transportation. Since we want to ensure we are meeting the needs of all of our children, factors may include living distance from the school, economic status, and special circumstances. Transportation will not be a barrier for any scholar attending Greenwood Charter Academy.

Student transportation costs are based on the per student rates as determined by the School Transportation News Service. The school anticipates purchasing three used buses (\$20K ea.) in the first year and an additional bus in the second and third operating year. We also reserve the right to use these funds to contract with a transportation provider.

2. This question is not application to Greenwood Charter Academy.

3. As the school grows, our goal is to purchase more school buses and potentially replace these original buses with a higher quality model to reduce maintenance. We also again reserve the decision to contract with a company.

If a child enrolled in the school and has related services based on their IEP, we will independently contract with a provider to ensure this scholar is bussed. These funds to pay for such a service may be requested from a special state reserve or will be identified in our budget if this is a need.

## **Business Plan**

---

## **Budget and Finance**

---

## Response to Budget and Finance

1. The EMO will provide significant support in all financial areas. The EMO provides financial management services, which includes accounting and managing internal controls. While fundraising is not a budgeted item, it will be conducted once the school is operational and the school and larger community demonstrate the commitment to the school.

The planning committee members sought out Tutelage Education Services to start a charter school because of the needs in Newberry. Individually, the members of the planning committee have a variety of skills, expertise, and experiences that culminate in a highly effective planning committee, and ultimately, the board. The backgrounds of the planning committee include:

- Brittany Burwell: Leadership and Strategic Planning.
- Jason Cole: Education, Leadership, Finance, and Facilities.
- Jill Hudson: Education, Special Education, and Business.
- Robert Laney Jr.: Legal, Safety, and Community Engagement.
- Emily Lunn: Education, Leadership, Curriculum, and Special Education.
- Dr. Tara Thompson: Education, Leadership, and Professional Development.

The planning committee is working with Tutelage Education Solutions, which has a history of successful implementation of financial processes and systems, accounting & reporting, internal controls, and fundraising in charter schools throughout the United States including South Carolina. Tutelage's ownership includes a licensed CPA with over 25 years of experience in charter school financial management in North Carolina, South Carolina, and Georgia.

Tutelage has been consulting with and will continue to work with Prestige School Solutions in the development and implementation of effective operational and functional level internal controls and fiscal management policy that is consistent with the local requirements of the authorizer and the SCDOE.

2. The budget clearly aligns to the school's mission. As evidence, over 62% of our funding is allocated to academic programming, instructional personnel, instructional resources and professional development. The budget reflects our commitment to investing as much as possible in the instructional priorities of the school.

With the significant investment in our curriculum, our start-up budget as well as our 5- and 10-year budgets reflect those investments as our school's priorities. You will see replacement rotation of curricular items throughout the budgetary process to make sure all items are replaced and up to date.

NWEA MAP testing is a significant part of our assessment process. This test will be given at least 3 times yearly, fall, winter, and spring, with a possibility of a fourth test if deemed necessary by the administration in



collaboration with Tutelage Education Services academic leaders. The data from these assessments are critical to addressing the academic needs of our scholars and to meet a scholar where they are and grow the individual. A growth model of only 1 year per school year is not a successful model with scholars who are not on grade level. Our model when driven by data serves to grow the scholars at least 1 ½ years per school year.

Core Knowledge, Core Knowledge Language Arts, Eureka Math, and Core Virtues materials will be provided for all scholars and teachers. There will be other costs with items for Music, Art, Physical Education, as well as instructional computers, software technology, and equipment. The full budget for Year One is \$857,275.00 for instruction, including supplies, textbooks, technology and software, FFE, and computers. This expense decreases significantly in Years Two through Five with an average cost per year of \$335,000.

We understand that the needs of a rural community raises the need for allow for budgetary consideration for our anticipated population. This includes funds to meet transportation and lunch needs. Based on the county population and location of the school, we anticipate close to one-fourth of our population needing transportation to ensure their daily attendance. We are budgeting approximately \$90,000 to cover the costs of transportation in Year One, whether that be contracted or purchases of used buses to be operated by the school. This number was based on estimates from multiple public charter school budgets in regards to transportation. This expense decreases significantly in Years Two through Five with an average cost per year of \$40,600.

Based on our research, we anticipate paying approximately \$675,000.00 for facility costs in year 1. This would equate to almost 12 percent of our annual operating budget during the first two years. We have built in an average of 10% annual increases for facility cost.

3. The budget, constructed conservatively, reflects the outright purchase of most of the capital type items needed by the school. In "Office Equipment & Lease," we include leasing a printer/copier/scanner/fax machine. In "Communications, Website, Software" along with the earlier cost above of \$12,000 and "Classroom Technology, Software" \$60,000, giving us a total of \$103,000, which approximates 5% of revenue and was shared by an IT consultant as a reasonable expenditure.

Many of these capital purchases may be provided by loaned funds through the EMO partnership; the remaining needs could be procured through a lease agreement. Also, we have not shown any E-rate reimbursement as a reduction in these costs. We plan to purchase a blend of new and used furniture and fixtures and will attempt to avoid leasing or financing.

Facility costs are based upon 650 scholars at approximately 50,000 square feet. We expect to build or renovate for the school's long term home and

plan to build a permanent facility or to expand in the original building by year three.

While not reflected in the budget, Greenwood Charter Academy will apply for and expect to receive the Federal Charter School Program Start Up Grant. We will also secure funding for our building project from Charter lenders.

EFA base funding is \$6,089 per student (at 1.00x) and is presented net of the 2% authorizer fee. Allocation of student classifications and weightings is based on the 45-day weighting of the local school district, as the School believes that the existing, local school population is the best assumption upon which to base the representative, planned enrollment in the charter school.

The following assumptions have been made as we formulated the budget:

- The fringe benefits employer contribution is based on \$725.84 per student.
- Where appropriate, we have applied a rate of increase for many categories of expense at 2% over the prior year with the exception of food costs and insurance, with respective rates of increase of 6% and 5%, respectively.
- Student transportation costs are based on the per student rates as determined by the School Transportation News Service. The school anticipates purchasing three used buses (\$20K ea.) in the first year and an additional bus in the second and third operating year.
- Debt Service includes borrowed funds for working capital and FF&E repaid at a rate of 9.00% over 60 months.

Year 1 Assumptions:

- "Other revenues, loan proceeds and pupil activity" includes \$75,000 in borrowed working capital. An additional \$420,000 in financing will be procured for FF&E. This amount is offset by the "Instructional and/or Capitalized FF&E" expense line.
- The average instructional classroom teacher salary is anticipated to be \$42,000. Instructional salaries are assumed to increase at a rate of 3% per year. Administrative salaries are assumed to increase at a rate of 2% per year. The School plans to contribute \$450 per month (representing the single employee health insurance premium) to employees eligible for health insurance coverage and contribute 3% of gross salary to employees eligible for retirement benefits.
- Employment tax rates are based on the current established rate by the applicable taxing authority. Worker Compensation rates are based on an average of current policies in effect in comparable charter schools (provided by Prestige School Solutions) of \$5.60 per \$1,000 in compensation.
- Instructional Supplies and Instructional Textbook expenses are based on \$625 per student plus reimbursed teacher supply stipends.
- The school will procure fiscal management and back office services

through Prestige School Solutions at a pre-negotiated, below market rate to be paid by the school.

4. The budget includes only a nominal amount (<1%) of contributions, donations, fundraising and other revenues for its operations; however, we expect that contributions, donations and fundraising will be realized at a substantially higher rate. The budget does not rely upon realizing funds beyond the EFA/EIA per pupil allocation.

The school intends to borrow \$495,000 in the first operating year to fund working capital (\$75K) and FF&E (\$420K). The School will source the working capital debt service internally (through Tutelage) and will source FF&E financing through established relationships with existing lenders.

5. The school will draft, implement and maintain a number of operational and functional level internal financial controls, bookkeeping practices and best-practices accounting procedures that are in accordance with Generally Accepted Accounting Principles. The board will exercise regular oversight of the school's annual budget as well as monthly revenues and expenses in comparison to the budget via the provision of timely and accurate information and reporting to the school's finance committee and board from school leadership and the external back-office provider. Board oversight includes the following areas:

- Powerschool and Student Accounting
- Financial Services -Cash Management
- Invoicing
- Payroll
- Lead in Audit Preparation for Independent Auditor
- Operations and School Management Oversight
- Teacher Recruiting, Hiring and Development
- Curriculum Support
- Leadership Development
- Governance support and development
- Marketing expertise
- Web Site Management

For any other services, we will rely on our partner, Tutelage Education Services to properly vet potential service providers. The process may include a formed committee consisting of: Tutelage Education Services representatives, School Director, and board members to seek and vet vendors. The committee or team will make a recommendation to the board for a vote. Third party contracts will be evaluated annually to ensure a strong return on investment. The School Director will be an employee of the EMO.

The Board will develop and approve a fiscal policy manual prior to the school's opening. The finance committee will, in collaboration with established charter school accounting consultants, draft specific processes

based on these set policies which include multiple check signers, separation of duties, clear guidelines on expenditure approval limits (i.e. over 5k needs a vote), safeguarding of assets and high level criminal background checks for anyone with bank access, and invoice processing. In addition, the finance committee, in collaboration with established charter school accounting consultants, will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash, and credit card usage.

Furthermore, vendors and all third party contracts will be evaluated annually to ensure the school is receiving the best possible delivery of fiscal and other services. By policy, board members, school leaders and staff will be required to disclose any known or possible related party transactions (including a description of the relationship and transaction and an estimate of the dollars involved). Finally, salary negotiations for members of the school administration will be established using published and other readily-available comparative data in order to ensure that compensation is properly aligned with the marketplace.

6. The board (finance committee), EMO, and school leadership will maintain a number of internal financial controls and bookkeeping practices that provide fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles.

The EMO will act as the finance and student accounting company providing oversight of the school's leadership team which consists of the School Director and an Instructional Coach. They (EMO and Team) will provide timely and accurate information and reporting to the school's finance committee and board.

The Board will develop and approve a fiscal policy manual prior to the school's opening. The finance team will write specific processes based on these set policies which include (multiple check signers, clear guidelines on expenditure approval limits (i.e. over 5k needs a vote), safeguarding of assets, high level criminal background checks for anyone with bank access, and invoice processing).

In addition, our financial experts on the board, in collaboration with Tutelage Education Services, will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash, and credit card usage. Our vendors and all third party contracts will be evaluated annually to ensure we are receiving the best return on investment in addition to us being effective partners. They will provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved).

Secondly, our partnership with Tutelage Education Services does not provide direct funding through grants. They may provide a credit to purchase devices and access to a system to utilize their marketing tools and web site; however, there is no direct funding exchanged.

7. The Finance Committee will be responsible for the oversight of the financial accounting and audit functions at the school. Duties will include:
- Working with school leadership to draft and submit to the board for approval an annual budget.
  - Meeting with the principal and the business manager on a monthly basis to review the budget report, cash flow and financial performance.
  - Establishing fiscal policy and procedure in accordance with generally accepted accounting principles.
  - Issuing the RFP and overseeing the selection process for an annual, independent auditor.
  - Establishing the audit timeline and schedule for fieldwork.
  - Reviewing and presenting the results of the annual audit to the Board of Directors for approval.
  - Draft the Management Discussion and Analysis ("MD&A") that accompanies the audit report.
  - Contribute to the preparation and review of the annual Form 990.
  - Review potential financing/leasing instruments.
  - Draft and oversee implementation of organizational and functional level internal controls.

The school, through its management organization, will have a CFO that oversees the fiscal operations of the school. He or she will be responsible for ensuring compliance with generally accepted standards of fiscal management and for overseeing the day-to-day implementation of fiscal policy and procedure. The CFO will also be responsible for all compliance functions and reporting.

The school will maintain accurate financial records and limit risk to ensure diligence in the expenditure of public funds and will maintain, reconcile and monitor its financial accounts on a daily basis. The board will receive a monthly financial report that will consist of:

- Income statement (revenue and expenses) with budget comparison.
- Bank Statement and Reconciliation Report reflecting outstanding as well as cleared deposits and payments.
- Payment by vendor reports.
- General ledger summary report with account detail.

Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards.

In addition, the school will maintain an internal control checklist that the finance committee and board can refer to on a monthly basis that includes the following questions:

- Are accounting records kept up-to-date and reconciled regularly?
- Is the SCDOE uniform chart of accounts being utilized?
- Are monthly financial statements issued in a timely manner and do they adequately and accurately convey the financial position of the school?

- Are revenues being collected as and when expected?
- Are expenses being maintained as an acceptable percentage of revenue based on both industry standards and the progression of the fiscal year to date?

8. Greenwood Charter Academy plans to subcontract with a number of outside providers for the following services:

- Audit
- Janitorial Services
- Speech
- OT
- Maintenance
- Technology Support
- Physical Therapy
- Meal Services

9. The school will obtain a list of all Certified Public Accountants with a reliable record and history of conducting charter school audits in South Carolina and issue an RFP for audit services, which the finance committee will use to fully vet the CPA firms and recommend an independent auditor to the Board.

10 . The school is currently planning to forego the state retirement plan. The school will participate in the State Health Plan. The costs of mandatory unemployment and workers compensation insurance will be incurred by the school. Our Assistant Teachers will serve as a built-in recruiting source for new teachers. Many will be certified or working toward certification and will be candidates for open teaching positions.

11. The applicant has, in addition to the submitted budget plan, created a stress-test budget based on 80% enrollment. This budget is available upon request.

In the event that unforeseen circumstances occur that negatively affect revenues, two strategies will be employed depending upon the cause.

1. Assuming a shortage arising from under-enrollment, the school will increase marketing efforts and use every available resource to improve enrollment including expanded outreach to the community, seeking referral partners, and increased exposure and visibility through advertising.

2. Assuming changes in student funding, the school will charge its finance committee with presenting a plan to reduce costs in the following order:

- 1st: Reduce or eliminate any non-essential fixed costs and renegotiation of leases and non-instructional contracts.
- 2nd: Reduce or eliminate any non-essential, non-instructional variable costs (including non-instructional and administrative salaries and benefits).
- 3rd: Analyze and strategically reduce, consolidate, or combine expendable, non-essential instructional costs.

12. After careful study of data, we will base any change of direction from the original budget on facts of the needs of the school. First and foremost, the academic needs of the scholars must be met. Each budget will reflect the full needs of our scholars. We will conservatively and carefully budget for all our financial obligations on a yearly basis. Tutelage Education Services will be involved with the School Director to develop a budget to present to the Finance Committee of the Board of Directors well before the end of the fiscal year for their direction, desires, and input.

The budget will be carefully monitored from month-to-month and will also be regularly used as a reflective tool to measure whether or not outcomes are realistic based on actual operations. Occasionally, based on the financial performance of the school, modifications to the budget may be required. In doing so, meeting the instructional needs of the students will be the top priority.

At the time of the application, the plan is to allow the School Director to move small amounts of funds between budget lines in the amount of \$1,000.00 or less. The governing board can amend that assumption at any time as well, but it has proved a useful tool in management of a larger school budget.

The board will conservatively and with due care cast a budget that contemplates fulfilling all financial obligations of the school. Developing the annual budget will be managed by the finance committee and begin in the January or February preceding the end of the fiscal year. Budget development will also include the CFO. A draft (and subsequent drafts) of the budget will be presented to the board by the Finance Committee with the expectation that a budget for the next fiscal year be passed by a vote of the board no later than April 1st.

Any significant changes or amendments to the budget will be proposed by the finance committee and discussed and approved by the Board.

13. In the event that revenue projections are not met, two strategies will be employed depending upon the cause.

1. Assuming a shortage arising from under-enrollment, the school will increase marketing efforts and use every available resource to improve enrollment including expanded outreach to the community, seeking referral partners, and increased exposure and visibility through advertising.
2. Assuming changes in student funding, the school will charge its finance committee with presenting a plan to reduce costs in the following order:
  - 1st: Reduce or eliminate any non-essential fixed costs and renegotiation of leases and non-instructional contracts.
  - 2nd: Reduce or eliminate any non-essential, non-instructional variable costs (including non-instructional and administrative salaries and benefits).
  - 3rd: Analyze and strategically reduce, consolidate, or combine

expendable, non-essential instructional costs.



## Facilities

---

### Response to Facilities

1. Year one, we would need 21 regular classrooms (average 600 square feet in size), EC room, music room, art room, a full gym, office space, and storage. The classroom and overall facility needs grow each year. In Year 2, we need 25 regular education classes; in Year 3, we need 29 regular education classes; in Year 4, we need 33 regular education classes; and in year 5, we need 36 regular education classes. Our projected enrollment is as follows:

Year 1: Grades K-2/100 scholars per grade; Grades 3-5/75 scholars per grade = 525 scholars enrolled.

Year 2: K-3/100 scholars per grade; Grades 4-6/75 scholars per grade = 625 scholars enrolled.

Year 3: K-4/100 scholars per grade; Grades 5-7/75 scholars per grade = 725 scholars enrolled.

Year 4: K-5/100 scholars per grade; Grades 6-8/75 scholars per grade = 825 scholars enrolled.

Year 5: K-6/100 scholars per grade; Grades 7-8/75 scholars per grade = 850 scholars enrolled.

Year 6: K-7/100 scholars per grade; Grade 8/75 scholars = 875 scholars enrolled.

Year 7: K-8/100 scholars per grade = 900 scholars enrolled.

We reserve the right to grow to full capacity during or anytime after Year 3 if applications/waitlist allows and if allowable by the Charter Institute at Erskine.

2. The school will be fully ADA compliant. The school will also meet and exceed any and all square footage requirements as set forth by the state.

3. This question is not applicable to Greenwood Charter Academy.

4. This question is not applicable to Greenwood Charter Academy.

5. Greenwood Charter Academy will work with DA Davidson, Greenwich Investment Management, and True North to either stick-build a new facility or renovate an existing structure. Greenwich Investment Management (GIM) provides long-term financing to new and existing charter schools through tax-exempt municipal bonds. True North will assist with facility development, and DA Davidson will provide finance services.

6. The initial building will be suitable for 650 scholars. An additional building or structure will be completed by year 3, whether on the existing campus or on another campus located conveniently for all families.



## Appendices and Additional Information

---

<b>Evidence of Support (Appendix Item C)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103993212/748725353/103993212_appendix_c_evidence_of_support_1.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103993212/748725353/103993212_appendix_c_evidence_of_support_1.pdf</a>
<b>School Calendar and Daily Schedule for the Academic Year (Appendix Item F)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103993213/748725353/103993213_appendix_f_gca_school_calendar.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103993213/748725353/103993213_appendix_f_gca_school_calendar.pdf</a>
<b>Support Documents for the described Educational Plan (Appendix Item G)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434395/748725353/104434395_appendix_g_support_documents_for_the_described_educational_program.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434395/748725353/104434395_appendix_g_support_documents_for_the_described_educational_program.pdf</a>
<b>List of Teaching Positions (Appendix Item H)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434403/748725353/104434403_appendix_h_gca_list_of_teaching_positions.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434403/748725353/104434403_appendix_h_gca_list_of_teaching_positions.pdf</a>
<b>Charter Committee (Appendix Item K)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434414/748725353/104434414_appendix_k_charter_committee_-_gca.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434414/748725353/104434414_appendix_k_charter_committee_-_gca.pdf</a>
<b>Bylaws (Appendix Item L)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434430/748725353/104434430_appendix_l_gca_bylaws.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434430/748725353/104434430_appendix_l_gca_bylaws.pdf</a>
<b>Articles of Incorporation (Appendix Item M)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434434/748725353/104434434_appendix_m_gca_articles_of_incorporation.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434434/748725353/104434434_appendix_m_gca_articles_of_incorporation.pdf</a>
<b>Organizational Chart (Appendix Item N)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434438/748725353/104434438_appendix_n_gca_organizational_chart.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434438/748725353/104434438_appendix_n_gca_organizational_chart.pdf</a>
<b>Sample Job Descriptions (Appendix Item P)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434447/748725353/104434447_appendix_p_gca_job_descriptions.docx_1.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434447/748725353/104434447_appendix_p_gca_job_descriptions.docx_1.pdf</a>
<b>School Start-Up Plan (Appendix Item Q)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434495/748725353/104434495_appendix_q_gca_school_start-up_plan.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434495/748725353/104434495_appendix_q_gca_school_start-up_plan.pdf</a>
<b>Draft Discipline Policy (Appendix Item T)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434511/748725353/104434511_appendix_t_gca_draft_discipline_policy.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434511/748725353/104434511_appendix_t_gca_draft_discipline_policy.pdf</a>
<b>Student Enrollment Projection Form (Appendix Item V)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434512/748725353/104434512_appendix_v_gca_student_enrollment_projection_form.pdf">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434512/748725353/104434512_appendix_v_gca_student_enrollment_projection_form.pdf</a>
<b>Five Year Budget [must be in Excel] - (Appendix Item X)</b>	<a href="https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103993210/748725353/103993210_appendix_x-5-year_budget_gca1.xlsx">https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103993210/748725353/103993210_appendix_x-5-year_budget_gca1.xlsx</a>

**Ten Year Budget [must be in Excel] - (Appendix Item Y)** [https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434201/748725353/104434201\\_appendix\\_y-\\_10-year\\_budget\\_gca.xlsx](https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434201/748725353/104434201_appendix_y-_10-year_budget_gca.xlsx)

---

**Documentation of Any "Soft Funds" (Appendix Item AA)** [https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434516/748725353/104434516\\_appendix\\_aa.\\_documentation\\_of\\_any\\_soft\\_funds\\_gca.pdf](https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434516/748725353/104434516_appendix_aa._documentation_of_any_soft_funds_gca.pdf)

---

**Applicable Insurance Documentation (Appendix Item FF)** [https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434526/748725353/104434526\\_appendix\\_ff\\_\\_gca\\_2021\\_premium\\_estimate.pdf](https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434526/748725353/104434526_appendix_ff__gca_2021_premium_estimate.pdf)

---

**Description Area**

Additional Appendix Items  
The remaining appendix items listed below, are required \*as applicable. You may combine multiple files into one upload by compressing/"zip" them into one folder/file. Please view the resource guide on tips how to do so.  
(Appendix Item B) Evidence of Notification (to both the local school board of trustees and local delegation)\*  
(Appendix Item D) Conversion School Support\*  
(Appendix Item E) Private School Documentation\*  
(Appendix Item I) Virtual School List of Courses\*  
(Appendix Item J) Agreement with Sponsoring District for Special Education Services\*  
(Appendix Item O) EMO/CMO Documentation\*  
(Appendix Item R) Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 et seq. (2004)\*  
(Appendix Item S) Letter(s) from Sponsoring District Regarding Desegregation Plan or Order\*  
(Appendix Item U) Transportation Services Contract\*  
(Appendix Item Z) Memorandums of Agreement for Negotiated Services\*  
(Appendix Item BB) Floor Plan of Identified Facility\*  
(Appendix Item CC) Proposed Lease or Rental Agreement\*  
(Appendix Item DD) Documentation from the SCDE's Office of School Facilities\*  
(Appendix Item EE) Documentation from the SCDOT School Traffic Engineering\*

---

**Additional Appendix Items - upload attachments \*as applicable.** [https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104435164/748725353/104435164\\_additional\\_appendix\\_item\\_1\\_addendum\\_items\\_and\\_appendix\\_b\\_gca.pdf](https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104435164/748725353/104435164_additional_appendix_item_1_addendum_items_and_appendix_b_gca.pdf)

---

**Additional Appendix Items - upload attachments \*as applicable.** [https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104435213/748725353/104435213\\_additional\\_appendix\\_item\\_2\\_appendices\\_o\\_and\\_r\\_gca.pdf.pdf](https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104435213/748725353/104435213_additional_appendix_item_2_appendices_o_and_r_gca.pdf.pdf)

---

**Additional Appendix Item - upload attachments \*as applicable.** [https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104435212/748725353/104435212\\_additional\\_appendix\\_item\\_3\\_appendices\\_w\\_and\\_z\\_gca.pdf.pdf](https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104435212/748725353/104435212_additional_appendix_item_3_appendices_w_and_z_gca.pdf.pdf)

---

## Signature Certification Page

---

**Name of Proposed Charter School**

Greenwood Charter Academy

---

**Name of Applicant Group**

Greenwood Charter Academy

---

**Sponsor Name**

South Carolina Public Charter School District

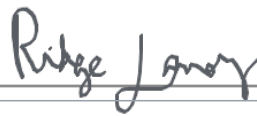
---

**Description Area**

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the South Carolina Public Charter School Statement of Assurances if the charter school is approved.

---

**Signature of Charter School Committee  
Chair**



---

**Date**

February 01, 2021

---