

## **Mission Statement**

Mission Statement. Oceanside Collegiate Academy (OCA) will serve high school students in a safe, small setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and outstanding athletics while earning up to two years of college credit while in high school.

### **1. Evidence of Need and Support**

Charleston does not have a collegiate academy model or a college program on a school campus that provides the type of accelerated learning that allows students to accumulate credits to attain up to an AA degree through the dual enrollment process. In fact, only 181 students in the Charleston County School District (total population of over 45,000 students) were enrolled in a dual enrollment course or courses in the 2013-2014 academic year as cited in the school district report card. According to the American Institutes for Research (AIR), participation in accelerated learning correlates to long-term postsecondary success (Understanding Accelerated Learning Across Secondary and Postsecondary Education, AIR, September, 2013). In his State of the Union Address on February 12, 2013, President Obama noted that other countries are enhancing the value of a high school diploma by “graduating their high school students with the equivalent of a technical degree from one of our community colleges.”

“We need to give every American student opportunities like this. ...Now, even with better high schools, most young people will need some higher education. It’s a simple fact the more education you’ve got, the more likely you are to have a good job and work your way into the middle class. But today, skyrocketing costs price too many young people out of a higher education, or saddle them with unsustainable debt.”

Oceanside Collegiate Academy is based on one of the designs meeting the need for higher education at lower cost to students. Projections are that by 2020, 65% of jobs will require education and training beyond high school (A. Carnevale et al, Failure to Launch, Georgetown University 2013). Even as early as 2002-03, the Department of Labor’s Occupational Quarterly Outlook report emphasized the need for employees to have more than a high school diploma. Although high-wage jobs are being created in Charleston County, they are frequently filled with college graduates moving from outside the area. (David Slade, Post & Courier (Feb. 6, 2014)). Not only will OCA students have the opportunity to graduate with a diploma and credits up to an

AA degree, but also the college credits are at no cost to them. OCA will partner with South Carolina State University for dual enrollment coursework to provide up to 48-60 transferable college credits upon high school graduation for each OCA graduate.

Outreach: Through email, social media, local news media, parent meetings, the OCA website ([www.oceansidecollegiateacademy.org](http://www.oceansidecollegiateacademy.org)) and personal contacts, the OCA planning committee has reached thousands of people in Charleston County. Using the Trevet direct mail service, notices were sent to families of all 7<sup>th</sup> to 11<sup>th</sup> grade students in Charleston County. Notices were placed in local newspapers to announce public meetings about the school, at which charter committee members described the vision for OCA. The Post and Courier printed an article about the school discussing the uniqueness of the program. Parent forums were held in various areas of Charleston County including Mt. Pleasant, North Charleston, Downtown Charleston, and West Ashley. To ensure equal access and to reach out to at risk populations, the committee purposefully sought input from all demographic groups. OCA anticipates it will have full enrollment when it opens its doors with 600 students in 2016.

To date OCA has close to 150 parents who are supporting OCA's charter application. Parents have signed-up through the website and in-person at one of the parent meetings. Parents who live in Mt. Pleasant have commented over and over again about their concerns of sending their child to the largest high school in South Carolina. Over and above the dual credit aspect of the school parents are overwhelmingly interested in the smallness of the school. Sending their child to school with 300 other students (split session 300 per session) as opposed to 4000 is very appealing.

Charter Committee: The OCA charter planning committee is a cross section of community members, educators, parents, professionals, and business. The charter committee chose to partner with Pinnacle and its collegiate model for its unique school day, its commitment to reducing the expense of college, its small size as an alternative to a 4000 student high school, and its focus on the needs of potential college athletes. The committee has worked diligently to generate interest and support for the Oceanside Collegiate Academy contacting over 400 members of the community. Charter planning committee meetings and parent forums conducted in 2015 were held on February 22<sup>nd</sup> at the Jewish Community center in West Ashley, March 10<sup>th</sup> at the Tides Community Center in Mt. Pleasant, March 24<sup>th</sup> at Saint Peters Church in Mt. Pleasant, April 21<sup>st</sup> at Saint Peters Church in Mt. Pleasant. The next Meeting is scheduled for

May 12<sup>th</sup> at Saint Peters Church in Mt. Pleasant and another meeting will be held at the Jewish Community Center but has not been scheduled as of this submission. Each meeting has grown in numbers and overwhelming support of this effort. Several parents who attended one of the parent forums have visited OCA's sister school Gray Collegiate Academy in West Columbia, SC to see first-hand the atmosphere and climate of the school. The charter planning committee was formed by concerned parents and community leaders that value OCA as an educational option that will offer students the distinct opportunity to pursue advanced academic requirements and field of interests in a safe environment. At almost every parent forum that has been held, parents have asked to serve in some capacity on the planning committee. The parent group is actively recruiting friends to attend the upcoming parent forums. Once approval has been secured the parent group of the committee will begin setting up recruitment fairs throughout the lowcountry area. At OCA's sister school some students drive as long as an hour to get to the school to take advantage of the dual credit model. The committee expects no less of OCA and will ensure that all areas of the lowcountry are included in the recruitment fair schedule. Additional details on the leaders of the charter committee members can be found at Appendix A.

Dr. Marvin Arnsdorff is the charter planning committee chair. He is a passionate business visionary specializing in leadership, strengths and talent development, and customer and employee engagement with his company, Strengths Doctors. Coming from a successful background in healthcare of over twenty-three years in private practice and four years operating over one hundred clinics across North America, he brings a unique approach to "Building Healthy Organizations." An accomplished storyteller and "Treasure Hunter of Talent," Dr. Marvin is a sought after speaker and an engineer of positive change.

Lisa Rowan Anderson is a native of Charleston, South Carolina and has lived in Mount Pleasant since 1997. She attended Blessed Sacrament School and graduated from Bishop England High School in 1982 and attended Winthrop University and Trident Technical College. Lisa is a 30 year employee of First Federal Bank which merged in 2014 with South Carolina Bank & Trust to become South State Bank. She has held many positions within the bank to include teller, FSR, trainer, customer service, and HR Recruiter.

Melissa Davis lives in Mt. Pleasant, SC. Both she and her husband are teachers. Melissa attended the University of Georgia for her B.S. in Zoology; there she was a research assistant on a project monitoring Eastern Bluebirds. She earned her M.S. in Zoology at North Carolina State

University where she studied the American Oystercatcher and the Loggerhead Sea Turtle. After moving to Charleston, Melissa worked for the Charleston Museum conducting research on the Seaside Sparrow. In addition to teaching, Melissa volunteers in the medical clinic at the S.C. Center for Birds of Prey, and for the South Carolina Department of Natural Resources monitoring shorebird populations.

D'Ondria (Dee) Felder, PMP, a Charleston native, is a graduate of the Darla Moore School of Business at the University of South Carolina. She has worked in government project management for nearly fifteen years, making sure her projects stay on time, within budget, and within scope. She's currently a contractor with KSH Solutions. Dee has worked on several school improvement projects throughout the Southeast, prompting her interest in charter schools. Oceanside Academy's dual credit model, in a small class environment, makes it a standout in SC and wonderful opportunity for students.

Nora Howard is a native of NC moving to Charleston, SC 25 years ago. Her entire family has been heavily involved in education throughout her life. Her mother taught in NC schools for nearly 40 years and many other family members held careers in education. She has been in sales for over 30 years, but stays abreast of what is going on in the local schools. She is also involved in fundraising for a charitable organization in Charleston.

Jermel President is the Founder and CEO of the DAE (Delores and Estelle) Foundation. President is a former Burke High School basketball standout who went on to a brilliant career at the College of Charleston (1995-99). The former point guard is a member of the College of Charleston Hall of Fame and his number 20 jersey was retired on Feb. 12, 2011. President enjoyed a pro career and was coached by NBA Hall of Famer Rick Barry. Upon completing his playing career and remembering his own trials growing up in inner-city Charleston, he decided to give back by founding the non-profit DAE Foundation and The FUN-DA-MENTAL Camp. His other affiliations include College of Charleston Alumni Board, (2007); SAFY Board Member (2009); Cougar Club Board (Booster Club-2007); MUSC College of Nursing Board, Co-Chair (2009); Leadership South Carolina (2010); President Productions; (2013) assistant coach /Fort Dorchester High School (specializing in personal training, athletic curriculum advisement and consulting service for schools and coaches). His personal mission statement is: To educate and be a positive influence on student athletes.

Gina Wintz is a Mount Pleasant resident and mother of three. She has played sports her whole life and including playing softball into college. She is both a teacher and a coach, coaching basketball, volleyball, and softball at the middle school level. She currently serves as a volunteer coach for her son's Cal Ripkin baseball team and the stats/scorekeeper for his travel baseball team. As a member of the community of Mount Pleasant, she sees first-hand the need for a school like OCA. As a teacher, she believes that student engagement in learning begins when the student is interested. She is also a huge proponent of kinesthetic learning.

Cathy Burton, Ph.D. is a Charleston Native but spent many years in Louisiana at Louisiana State University obtaining her Ph.D. in Sociology/Criminology. She is a professor in Political Science at the Citadel and her area of expertise is transnational organized crime, gangs and race/ethnicity and crime. Before joining the Citadel, Dr. Burton held a professor's position at Georgia South in Political Science and Sociology. Her B.A is from the University of South Carolina and she holds a Master's degree in Criminal Justice also from the University of South Carolina. Dr. Burton is well published in all her specialty areas and has presented at conferences spanning the United States and several European countries. She is a big supporter of the Charleston performing arts community as well as many other organizations.

Gene D'Agostino is originally from Connecticut but makes his home is Mt. Pleasant where he is a town counsel member. He attended Drew University in New Jersey earning a BA in Political Science. After college he attended Boston University Graduate Film School and the Neuro-Linguistic Center of New York – Master Practitioner of Neuro-Linguistics Program. He has spent his career is marketing, sales development and training. Gene's strength is quickly identifying and proposing win-win solutions to connect people to new ventures. He is very connected to the business community in Mt. Pleasant.

#### Corresponding Appendices

- Appendix A – Charter Committee
- Appendix B – Evidence of Support
- Appendix C – Not Applicable
- Appendix D – Not Applicable

## 2. Enrollment

In accordance with Section 59-40-50 of the South Carolina Charter Schools Act, OCA's mission to serve high school students in a safe, small setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and outstanding athletics while earning up to two years of college credit while in high school, OCA will admit all children eligible to attend public school in South Carolina, subject to space limitations. The school will recruit, register, and admit students without regard to race, religion, gender, natural origin, disability, or need for special education services.

Applications for the lottery will be distributed at all of Oceanside Collegiate Academy's public meetings in the community, the local county library branches, the school's website ([www.Oceansidecollegiateacademy.org](http://www.Oceansidecollegiateacademy.org)) and via mail upon request. Applications may be mailed to Oceanside Collegiate Academy (initially to the charter committee and eventually at its new location) or parents may apply directly on line through the school's website. Oceanside Collegiate Academy will collect the applications daily and will notify parents by email (or mail if no email is given) of the school's receipt. After the initial recruitment year, open enrollment for each following year will begin on January 1<sup>st</sup> and run through the last day of February. Applications postmarked after February 28, 2016 will be considered on a space-available basis and in the order upon which they are received. If the number of applications received by February 28, 2016 exceeds the number of pupils permitted, a lottery will be conducted per Section 59-40-50. Parents or guardians of all affected applicants will be notified via email that the lottery will occur on March 1<sup>st</sup> of each year, as well as the designated place and time. If for some reason the lottery date needs to change after the first year the sponsor will be notified in writing no later than 60 days before open enrollment begins. The lottery will be conducted as a public meeting and representatives of OCA and a member of the Board of Directors will be on hand to conduct and ensure lawful operation of the lottery. Student names (including the name of a sibling and other priority categories when appropriate) will be recorded on a card for inclusion in the lottery process. Cards will be the same size, thickness, color, and material. Cards will be placed in a lottery box and pulled at random by a designated member of the community. Each name will be read aloud and recorded in order. Any names exceeding the space will be recorded in order on a waiting list. Due to the collegiate model, grade levels are not important in the overall design of the school as students may begin college level classes when

they have successfully passed the college entrance requirements. Therefore, OCA will not designate a particular number per year (9<sup>th</sup> grade, etc.) The first 600 names drawn (including the exceptions) will receive placement letters.

Students that are selected in the lottery, if needed, will be given 15 calendar days to complete and return the letter of acceptance. Any student that has not returned the letter will lose their seat and the first student on the waiting list will be offered the open seat. Once the acceptance letter has been received OCA will send out student enrollment packets.

The Student Packet will include a request for student records, immunizations, proof of residency, existing IEPs or 504 plans, a home language survey and any other required information. Failure to complete and return the Student Packet may result in loss of the enrollment seat, which would then be offered to the next student on the waiting list. All reasonable attempts will be made to assist the family in completion of the required materials and documentation, and all efforts will be officially documented before the seat is offered to the next student on the list. OCA's returning students will not be required to re-apply or be subject to the public lottery, but each year will be required to notify the school of their intent to return by a date to be set by the Board of Directors that is before that year's lottery date. If the intent to return is received after the specified date, continued placement cannot be guaranteed.

There is no appeal process when an applicant is denied admission because of lottery results. Acceptance to the school may not be deferred to another school year. OCA will notify the school district of enrollment procedures 60 days prior to the enrollment period.

Per Section 59-40-50(8), OCA will allow for the following exceptions for enrollment; siblings of a student currently enrolled, or attending, who, within the last six years, attended the school for at least one complete academic year. Children of an OCA employee and children of the OCA Charter Committee will also be a lottery exception provided their total enrollment does not constitute more than twenty (20) percent of the school's total enrollment.

OCA's admission policy is to admit all children eligible to attend public school in the State of South Carolina, subject to number of applications, capacity of the program, space or building limitations. The school will recruit, register, and admit students without regard to ability, race, creed, religion, ancestry, color, ethnicity, sexual orientation, national origin, disability, gender, income level, need for special education services, or proficiency in the English language. Enrollment at the higher education institution for the dual enrollment program will be

subject to its admission criteria. (See Commission on Higher Education Policy, II. Student Eligibility, at <http://www.che.sc.gov/AcademicAffairs/DualEnrollment.pdf>). If a student does not qualify for dual enrollment, the student will continue in 11<sup>th</sup> or 12<sup>th</sup> grade college preparatory courses until enrollment eligibility is established.

In the event that OCA denies admission for a reason other than the outcome of the lottery process, the student may appeal the denial to the sponsor's board. The appeal must be in writing and state the grounds on which the appeal is based. The decision made by the sponsor will be binding on the student and the charter school per Section 59-40-50.

OCA intends to enroll students from across South Carolina, which includes other public school districts besides Charleston County School District. Enrollment estimates are based on the majority of students coming from Charleston, Berkeley, and Dorchester. OCA will offer a fair and open enrollment process market to students of all ethnicities and socio-economic status. On the SY10-11 AYP report Charleston County School District's enrollment was 46% Caucasian; 47% African American, .02% Asian-Pacific Islander, .06% Hispanic, and .001% American Indian. OCA will ensure that the enrollment of the school is similar in racial composition (within 20%) of the local district by marketing OCA through various local media outlets, as well as through its OCA Planning Committee. Given the athletic focus of OCA, the ability to attract a demographically diverse student population will likely be met through attracting student-athletes interested in a college prep curriculum who desire to continue his/her career at the collegiate level.

SCSU is not under a desegregation order by the Office of Civil Rights, US Department of Education.

Corresponding Appendices

Appendix E – Not Applicable

### 3. Educational Program

OCA's mission is to serve high school students in a safe, small setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and outstanding athletics while earning up to two years of college credit while in high school. This curriculum framework was chosen because it is based upon academic rigor, combines the opportunity to save time and money, is a powerful motivator for students to meet intellectual challenges, blends high school and college learning skills development, and compresses the time it takes to complete a high school diploma and the first two years of college. This model, while challenging, can be applied to any student, regardless of socio-economic status, demographic traits, and learning level. The evidence for such a philosophy is supported through the *Early College High School Initiative* endorsed by the Bill and Melinda Gates Foundation. A 2009 research study gathered data on early college secondary schools that served over 50,000 students in 24 states. The results for entire 3,000 graduates from these schools from 2004 to 2010 showed that each student earned an average of 20 college credits, and 86% enrolled in a post-secondary institution. Forty-four percent of this group earned over 1 year of college credit while in high school, and 25% earning a two-year Associates Degree. (Le & Frankfurt, 2011).

In addition to the *Early College Program*, OCA will offer students the opportunity to compete in an extra-curricular athletic program with a college admission and scholarship focus. OCA staff will work diligently to market each athlete to prospective colleges. This endeavor will assist those who are athletically gifted in qualifying to participate in collegiate athletics - a challenge for some because of lack of understanding of the *NCAA Clearinghouse*®. One of the foundational goals of OCA is to offer a better learning experience for those athletes who might otherwise not be ready for post-secondary education and scholarship opportunities. The systematic OCA academic program will enable student-athletes to develop the necessary skills and means to be successful beyond high school. OCA will provide the necessary support, promotion, and direction in ensuring that all its athletes have to utmost opportunity to qualify under the *NCAA Clearinghouse*® standards, play college athletics, and attain a college degree. Research shows the following academic benefits from athletics participation. (Feldman and Matjasko, 2005) Sports participation has been shown to:

- Elevate adolescents' grades and commitment to graduating high school
- Increase college attendance and graduation

- Improve self-esteem
- Allow minority students to score higher on standardized reading, vocabulary, and mathematics tests than their non-athletic counterparts

Additionally, the OCA educational program will offer students a service learning component that seeks to develop service to others. Each OCA student will be required to participate in 25 hours of community service as part of the educational program. Research shows that youth who participate in community-based service learning are likely to benefit in the following manner. (Tannanbaum, 2007)

- Young people in service learning gain a wide range of access to developmental assets that enable them to grow up healthy, caring, and responsible.
- Young people gain an increased sense of self-efficacy as they realize their impact on social challenges, problems, and needs.
- Higher academic achievement and furthering their education
- Enhanced problem-solving skills, ability to work in teams, and plan
- Enhanced civic engagement attitudes and behaviors

Because of the nature of this academic environment, OCA students must become “college ready” long before they earn a high school diploma. Thus, teachers must use a consistent set of instructional strategies proven to accelerate learning. Students, not the teacher, are at the center of learning. The instructional framework is designed to support students of any skill levels in developing the ability to analyze and synthesize complex information. These strategies include the following from the *Early College High School Program Study*. (Le and Frankfurt, 2011):

- Collaborative Group Work to create an engaging classroom culture in which students with diverse skill levels can be supported and challenged by their peers. This is accomplished by intentional grouping of students to create individual accountability.
- Critical writing that allows students to develop ideas, critical thinking, language development, and fluency in expression. This will occur on daily in every class.
- Literacy Groups that help build understanding and interpretation of ideas across different academic disciplines by assigning a role and structure for student participation.

- Questioning that challenges students to think and foster meaningful conversations to enhance intellectual curiosity.
- Classroom Talk that encourages the development of effective communication skills, formal speaking, and promotes active learning. This can occur in any group structure.
- Scaffolding such as graphic organizers that assist students in connecting current content to prior knowledge.
- Portfolio development and monitoring starting in the 9<sup>th</sup> grade to include but not limited to writing samples, test scores, community/school involvement and projects and activities.

Using this research-based approach, OCA has adopted curriculum for the Pre-College Program for grades 9-10, and the College Program for grades 11-12.

All courses that are offered will adhere to the South Carolina graduation requirements, *State Board of Education (SBE) Regulation 43-234*. With the graduating class in June 2020, each student will attain a total of at least 24 credits. The defined program for grades 9-12 will be guaranteed by the OCA Board to ensure that each student will attain the required 24 credits. The complete program requirements can be seen at <http://ed.sc.gov/agency/programs-services/124/>.

The OCA Pre-College Program will have the SBE-required courses. OCA's founders believe that students learn best when teachers create an atmosphere of learning that is both challenging and relevant. OCA staff will also spend time designing and developing lessons and themes that develop critical thinking per the most current academic standards adopted by the State. This will ensure that all 9<sup>th</sup>/10<sup>th</sup> Pre-College Program OCA students transition successfully to the Collegiate Program. All courses are college prep or higher by nature of the program.

OCA will provide a progressive philosophy that emphasizes the following:

- Design authentic learning experiences to engage executive brain function
- Implement multiple perspectives and levels of problem-solving
- Use technology to collect, organize, and summarize data in a "1 to 1" environment with each student having a laptop computer
- Make effective use of observation, making predictions, hypothesis testing, and estimation
- Interpret appropriate meaning to answers

- Pass a course in US History and Constitution, Algebra I, English I, and Biology I that require End-of Course testing per SBE Regulation 43-262.
- Take high school exams as required by Act 200 of 2014
- Be in instruction for the require number of instructional days

OCA will also ensure that students will achieve in each subject area and grade level the South Carolina academic standards adopted by the SBE. The OCA education program will be built upon integrating these standards with the instructional strategies listed above to ensure that each student meets or exceeds SBE requirements. Given the accelerated nature of this curriculum, OCA staff and guidance counselors will meet with each student and his/her parent upon entry into the 9<sup>th</sup> Grade. At that time, the student will establish or amend an Individual Graduation Plan based upon post-secondary interests and be provided with a staff adviser to facilitate the transition to OCA. If a student has earned Carnegie units prior to the 9<sup>th</sup> grade, transfer of those units will count towards the 24 credits for graduation.

As part of the OCA intervention plan for its students, all OCA students will have a Support & Tutoring period during the day to seek appropriate assistance in academic course work. The nature of this period is to allow students the opportunity to work in depth with an OCA teacher or staff member, to work online with digital materials, or to learn college-admission test-preparation techniques. In addition, OCA 9<sup>th</sup> and 10<sup>th</sup> grade students attend one full hour of instruction for 180 days in each course, not the 120 minimum required for a Carnegie Unit. With differentiated instruction, students can receive needed intervention during regular class time.

Lessons will facilitate the development of the required skills and will be theme-based. The correlation of the OCA instructional program and the SC Academic Standards will be done through the alignment of the instructional practices above, as well as the emphasis on the development of collaborative, independent learners, as well as use of SBE approved texts and high-quality supplemental materials. This will be achieved through theme-based learning in each course of the Pre-College program. Within these themes will be the academic course standards that will allow for inquiry-based learning. Accordingly, grade level math, reading, language arts, writing, and communication skills will be integrated across the curriculum to prepare students for college.

OCA will operate two sessions each day according to a five block schedule plus two hours of required on-line learning or tutoring, which may result in proficiency-based credit through APEX® courses, or a future-approved provider. During the opposite block, student athletes will participate in the athletic program and students not currently in athletics may engage in other extra-curricular activities, work or family support. Each student in the Pre-College Program (9-10) will attend either the morning or afternoon session, taking at least four credits each semester in Math, English, Science, and Social Science. This will allow students to focus on preparing for the Collegiate Dual Enrollment Programing. Additionally, students will take both WorkKeys Prep and SAT/ACT prep courses as part of these credits. Students will acquire their elective high school credits in the 11<sup>th</sup>-12<sup>th</sup> grade.

For an OCA student to be admitted to the Collegiate Program, he/she must perform at acceptable SAT, ACT or COMPASS levels for admission to the higher education partner. In cases when a student does not qualify for the college level classes, the student will continue in a blended, teacher supported format for high school courses for Juniors/Seniors until qualification guidelines can be met. (See discussion of RTI below.) OCA's board policy will require adherence to the dual credit agreement in which a three-hour college credit will count as one unit of credit for high school graduation. OCA will submit the suggested schedule below to the sponsor and if the sponsor cannot accommodate the courses, Trident Technical College (TCC) has already agreed to do so.

Each three hour course listed below meets 2,250 minutes over the course of the semester except for SPA 101 and 102. These courses are 4 credit hour courses meeting for 3,000 hours. The sciences are also 4 credit hour courses, but 1 of those credit hours is a lab which meets for 3 hours each week. These courses can be used to fill the required 7 elective courses, but may also replace other courses to meet the 24 credit hours. ***This advantage of taking courses concurrently differentiates the OCA philosophy from area schools that offer dual credit courses in that those students must pay for the cost of the courses and travel to the college campus.*** Students in the OCA College Program will operate on a schedule established by the higher education partner on the OCA campus. As such all-academic course work is tuition-free to the OCA students as OCA will supply textbooks and course materials in the College Program.

A suggested schedule is provided below:

<p><u>11<sup>th</sup> grade Fall</u>                  ENG 101                  MAT 120 or MAT 110                  Fine Arts (ART, MUS or THE)                  SPA 101                  PSC 201  <b>16 Credit Hours</b></p>	<p><u>11<sup>th</sup> grade Spring</u>                  ENG 102                  MAT 122 or MAT 130                  CPT 101 or CPT 170                  SPA 102                  HIS 101 or 102  <b>16 Credit Hours</b></p>
<p><u>12<sup>th</sup> grade Fall</u>                  200 level ENG (literature)                  ECO 201 or 210                  SCI I                  Elective such as PHI 115, PSY 201,                  SOC 101, ANT 202 and CATE  <b>16 Credit Hours</b></p>	<p><u>12<sup>th</sup> grade Spring</u>                  SPC 205                  HIS 201 or 202                  SCI 2                  Elective such as PHI 115, PSY 201,                  SOC 101, ANT 202 and CATE  <b>16 Credit Hours</b></p>

The innovation for the OCA model is based upon the benefits of an early college high school. The program will meet or exceed the performance by the Charleston County School District. The OCA program is unique in this area in that it provides students with access to attaining an Associates level degree and/or credits by age 18, with no financial burden on part of the student. This financial incentive will encourage students of all backgrounds to continue on to a post-secondary institution based on the *Early College High School Initiative*. (Hoffman and Vargas, 2010) These cost-savings mechanisms also allow access for students who might otherwise not attend college. By eliminating up to two years of college tuition, students can attain a 4-year college degree at less cost. This can also provide an indirect benefit of creating more students seeking a graduate level degree. It also makes students more attractive for scholarships, because higher education decision makers will see that the students have already been successful at college-level work.

Research through the *Early College High School Initiative* points to these findings in support of the innovation of early college high schools:

Ensure a higher college and career readiness success rate: Early college schools serve as a proven college and career-ready strategy for students not already college bound and as a head start on college.

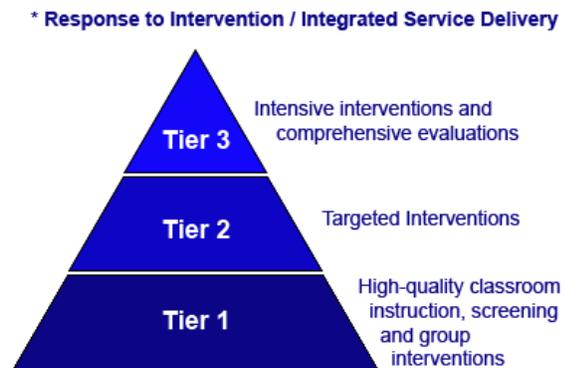
Improve alignment of standards and curricula: Early college schools support and reinforce alignment of postsecondary courses with career and college-ready standards.

Support high school and college teams in sharing accountability for the transition into college: Early college schools provide mutual accountability of secondary and postsecondary institutions by providing a feedback loop on student performance and academic standards in the last two years of high school and first two years of postsecondary education. (Hoffman and Vargas, 2010)

Struggling learners will be identified and addressed through the *Response to Intervention Model (RTI)*. OCA will identify students who are at-risk for underachieving in the Pre-College Program, including enhancing the ability of staff in identifying students with disabilities and behavior problems. RTI will also improve instructional and emotional support to enable each student to be successful at OCA through a systematic method for screening, progress monitoring, and data-based decision-making for interventions.

**The 4 Steps of RTI Problem**

Identification: (1) Identify the problem; (2) Analyze the problem and determine the nature of any discrepancy; (3) Establish performance goals for the student, and develop a relevant intervention plan to monitor student progress in a time frame; (4) Collect data from the process of monitoring the plan and evaluate the effectiveness of the prescribed intervention. Adjust the plan accordingly if needed.



Once a student has been identified, the RTI model provides for three levels of interventions that move from the lowest intensity (Tier 1) to the highest intensity (Tier 3). The RTI Model will be used for all OCA students. Parent involvement is crucial in the implementation of the RTI model. Parents can provide vital information that may be affecting the student both inside and outside of school. Additionally, involving parents also provides for

the necessary step of using their expertise in the planning and implementation stages of the interventions for their child. Parents can then see the level of support in both academics and behavioral areas that will increase/decrease in intensity depending on the child's needs. Finally, parents will receive frequent progress checks about their child's response and performance to the intervention implemented. RTI includes the following.

- High quality, research-based instructional and behavior supports
- Individual student screening to determine which students may be in need of RTI
- Multiple tiers that are research-based interventions that match the needs of the student
- Continuous monitoring of student progress
- Follow-up to ensure that interventions were implemented correctly as planned
- Active communication between staff and parents
- Active parent involvement
- A timeline of evaluation in which all parties are in agreement is appropriate for the student

As part of the intervention process, OCA will ensure that all staff members are properly trained in how to identify and implement diverse interventions for students of different socio-economic backgrounds, demographics, and ethnicities. In addition, staff will also have training in recognizing students who have different learning, behavioral, and developmental difficulties. This will be done through a school-based team that will offer this training.

This training will include examining all student information, such as academic performance, background screening, school attendance, and prior assessments related to learning and behavior. Continuous monitoring of student responses will assist in the basis for gauging the effectiveness of the intervention. This will then lead to a decision about whether to increase or decrease the intensity of the current intervention or the creation of new ones.

Academically, all students identified as struggling learners will be required to attend Support & Tutoring intervention with an OCA staff member. As part of this intervention, the student will also be required to participate in the APEX® system of online learning to garner more intervention in the necessary subjects. Once the student begins to perform to acceptable levels, he/she can be removed from this program. It is important to remember that intervention is already built in to the OCA academic model in a proactive manner through the WorkKeys and

SAT/ACT Prep courses, as well as daily intervention opportunities for each student to seek extra help in academic courses. In cases when a student does not qualify for the College Program, the student will be referred back to complete traditional high school courses for Juniors/Seniors until qualification guidelines can be met.

The OCA curriculum model was chosen to allow students in the Charleston County area to attain up to 62 hours of college credit by the time of high school graduation through the College Program for 11<sup>th</sup>/12<sup>th</sup> grade students. The intent of this curriculum is to allow student this opportunity, as well as other benefits. These include an increased percentage of students seeking additional college education, increased number of student-athletes attaining a college degree, and decreased cost of attaining such a degree. In order to prepare students, the 9<sup>th</sup>/10<sup>th</sup> grade program will align with SC Standards in the College Prep Program.

#### Corresponding Appendices

Appendix F – School Calendar and Daily Schedule

Appendix G – Not Applicable

Appendix H – Supporting Documents

Appendix I – List of Teaching Positions

**4. Goals, Objectives, and Evaluations**

In keeping with its mission to serve high school students in a safe, small setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and outstanding athletics while earning up to two years of college credit while in high school, OCA has established the following goals. These SMART goals (Specific, Measurable, Ambitious and Attainable, Relevant and Results-Oriented, Time-bound) are each derived from the mission and from looking at baseline data. OCA will work with SCSU to ensure that amendments are made to these goals to reflect any statutory changes or changes in the ESEA Wavier

<b>Goal 1:</b> Four year on-time graduation rate of 85% by the end of the charter
Baseline Data: 76.9% of students in Charleston County graduated on time (2013)
Metric: On-time graduation rate calculation
Annual Targets: Year 1 (2016-17) 77% .Increase one point per year for eight years and then maintain till end of charter.
Strategy: Use individual Compass , ACT and SAT testing results to create a unique personalized learning plan for each student

<b>Goal 2:</b> End of course test passage rate of 85%
Baseline Data: Charleston County School District has an end of course test passage rate of 78.3%
Metric: EOC passage rate supplied by SCDE
Annual Targets: Year 2 (17-18) passage rate of 79%. Increase one point per year for six years then maintain
Strategy: Best Practice in instruction

<b>Goal 3:</b> 90% of all qualifying students will graduate with college credit by the end of the charter Of the 90% 60% will have earned at least 30 hours of college credit
Baseline Data: 181 students in Charleston County were enrolled in dual enrollment programs in 2013 (less than 2% of high school students). OCA baseline data will be based on how many students qualify for dual enrollment the first year.
Metric: Calculations provided by guidance department for percentage of graduates receiving college credit
Annual Targets: Year 4 (2019-20) 84% of all qualifying students will graduate with college credit. Increase one point per year for 6 years until 90% is reached. Year 4 Qualifying students will earn at least 12 credit hours and increase by 3 credits per year.
Strategy: Core focus in 9 <sup>th</sup> and 10 <sup>th</sup> grade. Dual enrollment made available by either SCSU or TTC according to signed MOUs

<b>Goal 4:</b> Less than 1% of students will be suspended out of school or expelled for violent or criminal offenses.
Baseline Data: 2.3% of students in Charleston County are suspended out of school or expelled for violent or criminal offenses.
Metric: Discipline records and incident reports
Annual Targets: Annual target is always to be less than 1%
Strategy: Implement pbis and train staff. Facility and Programmatic Design, Personalized Learning

<b>Goal 5:</b> 30% of athletes will have an offer to play collegiate athletics
Baseline Data: NCAA: Of the 8 million students who participate in high school sports only 460,000 (5.7%) play in college.
Metric: Athletic offer letters
Annual Targets: Year 1 21% of athletes will have an offer to play collegiate athletics. Increase by one point per year for 10 years.
Strategy: Outside recruiting firm. Internal recruiting – calls and communication from coaches

Strategies – While strategies are listed in the above chart, a more thorough description is provided here. Through the rigorous and personalized OCA education program, each student will be provided a college prep curriculum and college education that is tailored to his or her needs. COMPASS, ACT and/or SAT results will be used to develop a unique, personalized learning plan for each student. In addition, student athletes will be motivated by OCA’s programs for athletic excellence and scholarship opportunities. By revising students’ 8<sup>th</sup> grade Individual Graduation Plan to include mandatory Compass testing upon entrance, personalized learning can take place aligned to students’ interests and goals. Learning elevates with increased intrinsic motivation, improved study habits, and college-level processing. All students identified as working below grade level will receive instruction designed to help them close the gap as described previously.

Through the rigorous college prep and early college programs, OCA will ensure that students achieve goals that match national averages for early college high school programs. The OCA, in conjunction with the higher education professors, will ensure that relevant and meaningful lessons enable students to reach these goals. A focus on the core subjects in 9<sup>th</sup> and 10<sup>th</sup> grade and dual enrollment in 11<sup>th</sup> and 12<sup>th</sup> grade will ensure that students are utilizing their time in high school to work toward a future of college and career readiness.

A positive behavior and intervention support system (pbis) will provide a proactive method for defining, teaching, and supporting appropriate student behaviors. Special attention

will be given to creating an atmosphere at OCA that allows school staff, community members, and families to provide school-wide, classroom, and individual support systems to maximize instruction time and student engagement. The steps in a typical positive behavior and intervention support system are as follows: Establish a school-wide team to guide the process including OCA administrators, grade-level teachers, support staff, and parents; gain 100% staff and teacher implementation; create a data-driven action plan based on this assessment that addresses the following components. The OCA pbis will:

Component 1 – Be agreed upon and consistent;

Component 2 – Have a positive statement of purpose;

Component 3 – Create positive expectations for staff and students;

Component 4 – Have procedures to teach expectations to staff and students;

Component 5 – Design a system of procedures that encourages desired behaviors; and

Component 6 – Design procedures for evaluating and monitoring system effectiveness.

OCA will implement a marketing program to promote its athletes through personal contacts with NCAA college coaches, web site promotions, and other means. OCA will also create a player profile for each of its athletes that include online recruiting videos, updated statistics, and academic performance, subject to FERPA regulations. That OCA students will take COMPASS and the SAT/ACT early in their high school career will provide an advantage because this can eliminate much of the uncertainty of waiting on a qualifying SAT/ACT scores. An outside recruiting firm will be employed to assist with the goal related to collegiate athletic offers.

As the charter sponsor, SCSU will be able to measure progress on these goals in several ways. Student performance data will be provided through establishing baseline data at OCA during the first year of EOC testing and the to-be-selected new high school test(s). In addition, OCA will communicate academic performance via internet, emails, phone calls, and State systems (e.g., PowerSchool) subject to FERPA restrictions. OCA will maintain records of portfolios, service learning hours, college offers, marketing, and PBIS implementation for review by the SCSU.

Utilizing best practice in instruction, OCA will ensure a strong passage rate on the required end of course tests.

Assessment of student progress will be ongoing at all levels, courses, and areas of instructional delivery. Classroom assessment will occur daily and include traditional strategies such as observation, reports, reviews, projects, quizzes, and tests. However, more non-traditional formative assessment strategies will be employed as well because it is common knowledge that formative assessment leads to student growth.

All incoming 9<sup>th</sup> graders must take the *Compass* before the start of the school year. This information will be used for a baseline performance. GCA will assess students entering the 9<sup>th</sup> grade based on the SC middle school state-required test scores (procurement to replace *SCPASS* is pending change to *ACT Aspire*). These scores will be used to appropriately place students in the correct course level. GCA will use adaptive assessments, such as *I-READY*®, *ACT Aspire*, etc. to monitor performance in math and ELA, set goals, and measure interim progress for all 9<sup>th</sup> graders. These results will be supplemented with review through classroom instruction, additional tutoring, and supplementary remediation courses, if necessary. All 10<sup>th</sup> grade (and second year) high school students will take the *PSAT*, *ACT Aspire*, and or *ACT Compass* to measure college readiness and academic growth. All 3<sup>rd</sup> year high school students will take the *ACT* and *ACT WorkKeys* during the spring semester, per state guidelines. These students will also continue to retake the *ACT Compass* if higher scores are necessary for dual enrollment purposes. Students in the 11<sup>th</sup> and 12<sup>th</sup> grades will take *ACT* and/or *SAT* for college admissions and scholarship opportunities.

In addition to the above tests, OCA will also monitor student success with tools, such as *ACT Engage* and/or personality tests, to evaluate psychosocial attributes that critical to academic achievement. OCA will use this data to further these developmental skills by means of classroom guidance and/or other activities promoting growth in these areas.

*APEX*® (<http://www.apexlearning.com/>) will provide online instructional content and assessments that will personalize instruction and pinpoint student strengths and weaknesses. Professional development in lesson plan and instructional design will help teachers create relevant content that engages students in active learning to master skills and concepts. These programs will give teachers flexibility in using online curriculum resources to enhance and differentiate instruction.

Formative, summative, and diagnostic assessments will be integrated throughout the curriculum. Assessments will support learning objectives, and be designed to test students at

various depths of knowledge. Formative and diagnostic assessments will gauge student progress on an ongoing basis. Summative assessments will require content mastery by the end of each unit and semester.

Assessment, evaluation, monitoring, and feedback strategies will be used to:

- Identify students' strengths and needs and develop student learning profiles
- Implement core instructional practices as established by the Early College High School Initiative of collaborative group work, critical writing, literacy groups, questioning, classroom talk, and scaffolding. (Le and Frankfurt, 2011)
- Determine starting points for instruction that are based upon relevance and collaboration
- Continuous monitoring of teaching practice and student learning opportunities.
- Determine appropriate pacing for on-schedule completion of courses.
- Differentiate instruction to meet various learning levels of students.
- Identify immediate interventions through the RTI Model.
- Re-teach non-mastered content and key concepts through varied instructional practices.
- Determine grade promotion that follows proper assessment and SBE regulations.
- Determine need for additional resources to support learning.
- Modify instructional programs at the classroom, school, and program levels.
- Develop targeted professional development so that teachers have competencies to ensure that all students are successful.

Identifying student progress at any point in the learning process is essential to ensuring student success. Assessment is ongoing to measure both incremental student and school growth. Student progress and achievement are measured in each of the following ways:

Formative Assessment/Assessments of ongoing progress in content areas to identify incremental growth and adjust instruction. These assessments will serve to orient students to college-level research, writing, communication; address different learning levels; and bolster collaboration. It can also serve as a means to bridge the feedback of a formative assessment with the mastery of a summative assessment. When incorporated into classroom practice, the formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for

understanding during the learning process. The formative assessment process guides teachers in making decisions about future instruction. Specific examples of formative assessment might include Ticket Out the Door, Four Corners, Graphic Organizers, and Learner/Response Logs. There are numerous examples of research-based formative assessments that work to increase student learning.

Ongoing assessment and evaluation are conducted through classroom observations, quizzes, tests, projects, portfolios, and checklists. Any gaps in student achievement or progress are identified and appropriate strategies to address the gaps are implemented based on data.

Interim Assessment/Benchmarking to identify progress. Instructional strategies and content are modified based on pre-determined benchmarks of acceptable progress and student success. Because of the OCA schedule, students will have up to 60 additional hours of instruction in each course over the -required amount of 120 hours (compared to traditional 45 minute classes, this would amount to an extra 45 hours; 50 minute classes is an extra 30 hours). This will enable staff to provide differentiated intervention and tutoring to positively affect learning outcomes.

Summative evaluation of content mastery. Student mastery of content is measured through achievement of learning benchmarks and upon successful completion of each course. Mid-year and end-of-year assessments validate and verify credits earned for promotion.

OCA will combine several diagnostic instruments and measurement tools, social/personal needs assessment through the RTI model, and the Individual Graduation Plan (IGP) that track and monitor student progress.

Students will take End-of-Course Exams in Algebra I, Biology I, English I, and US History & Constitution. Diagnostic assessments such as *APEX*® will be used at the beginning of each course. Formative assessments will be ongoing throughout each course. Summative assessments will be used during and at the completion of each course.

OCA is accountable to parents and responsible to students through assessments of measurable goals and objectives that continuously monitor academic progress and the pace of learning. Students, parents, and staff will be able to access student progress data through the *Powerschool*® system. Parents can access student performance through the online *Parent Portal* access site in *Powerschool*®. This is a secured portal available 24 hours a day, seven days a week. In addition, each staff member will develop and maintain an online web site through

services such as Edmodo or Planet High School®. This will provide students and parents with up-to-date information regarding assignments, assessments, and other information that will positively impact the learning. OCA will communicate with parents through phone calls, e-mails, and written reports that describe their child's progress. OCA will also hold Family Nights and student-parent conferences for communicating student success each nine weeks grading period.

OCA will provide de-identified student assessment data, as required, to each parent of a student at the charter school, the parent of a student on a waiting list for the charter school, the sponsor, and the OCA Board of Trustees. Such information shall also be posted on the charter school's web site, so the broader community can follow the school's progress.

If student performance falls below achievement goals, OCA will implement an intervention period as a regular part of its school day to better acclimate students to the early college high school program. Additionally, the *Positive Behavior Intervention and Supports (PBIS) System* of discipline will provide the structure of a positive school environment. These measures will provide academic, emotional, and social structure for each OCA student to reach his/her full potential. In the case that OCA does not meet its overall goals as described. OCA will institute a school and community-wide intervention in its academic program to meet the desired criteria. The three key areas— meeting accountability performance test criteria/graduation, college attendance/credits, and leadership-service-character learning – provide the pillars of the OCA education program.

OCA will use assessment and testing data to guide staff development in the areas of instruction, classroom management, and intervention. Instructional, assessment, and testing data will be collected through classroom observation, student performance via formative/summative assessment, standardized test scores (currently EOC, SAT, ACT, COMPASS), and systems such as *I-READY*. OCA instructional leaders will analyze this data with teachers to pinpoint areas of student performance strengths and weaknesses to update and strengthen instructional practice. Professional learning communities will meet in data rooms to analyze root causes, explore effective interventions, evaluate results, adjust when needed, incorporate improvements into standard practice, and research the next improvement area. OCA teachers will be evaluated through both informal (walk-through) and formal evaluation (ADEPT) or an approved variation with the intent to manage instructional practice through feedback and professional development.

The timeline for any student who has fallen below or not met achievement goals will last a semester. If a student fails to qualify to for the OCA College Program at the end of the sophomore year, the student will enroll the following semester in traditional high school junior academic courses. The student will also be required to attend SAT/ACT Prep, and be evaluated at the end of the following semester and each semester thereafter to determine admission into the College Program.

No Corresponding Appendices

## 5. Serving Students with Special Needs

OCA understands and will comply with the requirements of all State and federal statutes, laws, regulations and sponsor-specific policies/procedures when it comes to serving students with special needs. OCA will comply with these requirements and will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities, including all documentation, assessments, adaptations, modifications and accommodations. OCA will have a special education teacher in place the first year of operation. The purpose of the special education teacher will be to help identify those children (child find) who might need special services and to provide support within the classroom for those students already identified. Federal Public Law 94-142 and Chapter 33 of Code of Law of South Carolina 1976, Title 59 (Sections 59-33-10 through 59-33-110) will govern. The student's IEP (Individualized Education Program) will specify any special circumstances (equipment, supervision, etc.) that will be provided to meet the student's needs in academic and nonacademic settings supported by the school. Students who transfer into the school with an IEP will be provided services comparable to those from the previous school until either the IEP is adopted or a new IEP is developed that meets the requirements of the district and of 34 CFR 300.320 to 300.324. An IEP meeting will be held within seven days of school to determine comparable services from the previous school's IEP. OCA will hold another IEP meeting within 30 days to either adopt the sending school's IEP or create a new one based on data collected in the first 30 days of the student's enrollment. OCA will contract with the appropriate service providers in order to provide any academic, non-academic and extra-curricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in school or district activities.

Pursuant to *SBE Regulation 34 CFR 300.20*, OCA will establish intervention services for students entering OCA with an IEP. In addition, OCA will diligently work within FAPE to identify the "least restrictive environment" under IDEA and in accordance with *SBE Regulation 34 CFR 300.64*. Once an OCA student has been identified in need of intervention, OCA will then use the RTI method of intervention (previously outlined in the educational program section) to implement and amend necessary changes to ensure an equal education for students served under IDEA and Section 504. OCA will review all 504 plans no less than once a year or soon upon request by a teacher, administrator or parent.

As an open enrollment public school, OCA will admit any student who submits an application in accordance with *Section 59-40-50*, including English Language Learners (ELL), and special needs students. The home language survey will be part of every enrollment packet to identify ELL students. Any student whose home language is not English will be screened to determine their ESOL status. Services will follow as needed. All students who have been identified as needing ELL services will be required to take the SDE's prescribed assessment annually to measure MOAs.

OCA will not include questions concerning any student's IEP or special need service in the lottery application and will not request a copy of a student's IEP or similar information from the parent or prior school until the student has been accepted in the lottery and has progressed to the enrollment phase.

OCA will adhere to the IDEA, Section 504, and the ADA to provide a FAPE to all disabled students as follows:

- Appropriate student evaluation and education plans for gifted students;
- Inclusion of parents and students in decisions regarding consent, understanding of the child, initial placement, and assistance with creating an IEP;
- Due process safeguards will be provided to parents in written form;
- Students with disabilities will be afforded the same educational opportunities in the "least restrictive environment" in all academic and extra-curricular activities provided by OCA. Any modification for participation of a special needs student will be made in accordance with the IEP under the guidelines established under NCLB, IDEA, 504, ADA, and SBE 43-234 regulations. OCA will diligently ensure that the first choice of education placement will be in the regular education classroom, but resource and other options will be available as specified in the IEP.
- OCA will implement RTI intervention when necessary for all students at OCA, including those with special needs.

The goals for determining the effectiveness of OCA in serving special education students will be consistent with the goals set for all OCA students or as specified in the IEP. Upon request, the collection of student information (history, grades, background screening, attendance, academic performance, behavioral/social screening, and assessments) will be conducted. Continuous monitoring of a student's Response to Intervention will determine the effectiveness

of the interventions and supply data for decision making. This will lead to decision on whether to refer to an evaluation team, creating an efficient referral and intervention system. However, at any time a parent has the right to ask for an evaluation for disability purposes.

Another means to measure OCA's effectiveness in serving special needs students will be the academic learning gains that are consistent with the annual goals set in the IEP. Progress of special needs students can also be evaluated through a review of grades and progress evaluations from the special education teacher.

#### Corresponding Appendices

Appendix J – Not Applicable

## **6. Student Discipline, Suspension, and Expulsion**

Oceanside Collegiate Academy (OCA) has adopted a Code of Conduct. OCA's philosophy regarding student behavior ensures its daily commitment to the School's mission. The handbook will outline three classes of offenses.

- Class I offenses result in school-based action, subject to higher discipline if repeated.
- Class II offenses result in temporary suspension for up to 10 days. Upon re-entry school the student must demonstrate renewed focus on academic, motivational and behavioral aspects of the student's life through an interview with the Principal and to sign a contract that the student understands that breach of the contract will move the student to Class III.
- Class III offenses result in expulsion. All due process rights for children with special needs will be followed in the area of student discipline, including, but not limited to, services on the 11<sup>th</sup> day and a Manifestation Determination Review.

OCA recognizes that a positive learning environment cannot exist without maintaining order and discipline conducive to learning. The Code of Conduct will standardize procedures to ensure that the rights of every student are upheld. All students at the school campus will be required to know and follow the OCA Code of Conduct. A student's attitude towards the rules of the school campus is very important. As stated in Section 5, a positive school climate will be established by implementing PBIS. When students do not follow the policies and rules, however, they will be expected to accept the disciplinary consequences, which may include a behavior contract, school-based action, detention in-school suspension, out-of-school suspension or expulsion. Certain offenses require automatic referral to the Board of Directors for an expulsion hearing including, but not limited to weapons (S.C. Code Ann. § 59-63-235) on campus.

When discipline issues arise an informal conference will be held with the student, legal guardian, principal, and staff members as appropriate. The student will be granted all due process procedures as required by law. The student will be given an opportunity to appeal and present his/her case to the Principal. The Principal will then present the charges to the student and parent. The student will be given a chance to admit to the charges. If the student does not admit guilt to the charges, the evidence will be presented. The student will then be given an opportunity to present his/her case to the Principal. If the Principal decides that the student should receive

discipline, a written notice will be sent to the legal guardian and student. Before a student receives a suspension of more than ten days or is expelled, the Principal will convene the OCA Discipline Committee, which is to be composed of the principal and teachers appointed by the Principal. The Discipline Committee is responsible for reviewing the student's situation or situations that led to this discipline level. The Discipline Committee may request the presence of the parent/guardian and/or student. If the Discipline Committee decides to move forward with the suspension or expulsion, the Principal shall provide the student and parent/guardian with written notification of the charges of misconduct, the disciplinary action to be taken, and their right to appeal in writing to the OCA Board of Directors. If an appeal is submitted, the OCA Board of Directors will schedule a hearing in a timely manner and provide the student and parent/guardian the opportunity to tell their side of the story. The OCA Board of Directors will then review the entire disciplinary record and notify the student and parent/guardian in writing of the final disciplinary action to be taken.

OCA will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232) and parents and students will be given a copy of the Student Code of Conduct handbook at the beginning of the school year, through orientation sessions held at the school and classroom levels, and by posting this information on the OCA website. Parents will be kept notified of any process or actions related to their child during any disciplinary action. Bullying and sexual harassment will not be tolerated.

No Corresponding Appendices

## 7. Governance

Oceanside Collegiate Academy is registered as a South Carolina not-for-profit corporation. The corporation will seek Section 501(c) (3) status as a tax exempt organization for the sole purpose of organizing and operating a South Carolina charter school. The Board will be elected by the eligible voters at the time, as well as appointed by the current Board, as outlined below. To ensure all eligible voters are identified, the first board with elected members will be in place after start of school in August 2016, and before October 15, 2016. The following documents will be maintained and be available for review, upon request, at the school office: Governing By-laws in accordance with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-10 et seq.; Articles of Incorporation; IRS Notification of EIN# and Determination of Exempt Status.

The Board has developed a governance model that combines and adapts governance models from the National School Boards Association. The governance model includes emphasis on the board's focus on student learning through vision, structure, accountability and advocacy. The NSBA provides a publication, The Key Work of School Boards ([www.nsba.org](http://www.nsba.org)), which details a continuous improvement model that aligns vision, standards, assessment, accountability, climate and collaboration. Through this model and training provided by the Public Charter School Alliance of South Carolina (<http://www.sccharterschools.org/board-training-and-elections>), the Board will implement a governing structure that will allow the school to grow and flourish. Ongoing board training will build board collaboration, capacity, and expertise as OCA will seek out a charter board consultant to assist in ongoing board development. The Board will follow the "one voice" principle, speaking and governing as a full board, rather than as individuals. The Board's deliverables will include: systematic linkage between the school and the community; written governing policies which facilitate academic standards and budget priorities; and assurance of organizational performance.

The Board, in collaboration with the EMO, will be responsible for the organization and control of the school and is empowered, within the boundaries of federal and state law, to determine the policies necessary for the effective operation and general improvement of the school. The Board will be a public corporate entity and will comply with the Freedom of Information Act. It may take action only during a meeting in official public session, when a quorum is present. Unless the Board specifically authorizes a member to act, the Board shall not

be bound in any way by any action on the part of an individual board member or an employee, except when such statement or action is in compliance with the public action of the Board. The OCA Board of Directors will meet at least 11 times (monthly) per year and more frequently on a schedule established by the Board and published to the district and on its website. The Board can also cancel a meeting if it is deemed unnecessary.

The Board's primary responsibility is to hold the EMO accountable for implementing the model, the contract and the charter with fidelity. The school Principal, is hired by the EMO with review by the Board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Board. The school's educational program faculty and staff will report directly to Principal. The athletic program staff will report to the Athletic Director, who will report to the school Principal. The Principal will be a qualified education leader with experience in managing schools for students who require accelerated mastery of basic skills and earned course credits. He/she will have overall responsibility for operation of the school and will manage and oversee the hiring, supervising, and evaluating of their staff. The Principal is responsible for maintaining clear and consistent communication with the Board regarding matters related to the daily operation of the School. Communications, reports, and school updates to the Board from staff members and staff organizations will be submitted to the Board through the Principal. The operational structure is presented in Appendix M, the organizational chart.

In compliance with S.C. Code Ann. § 59-40-10 *et seq.*, the number of members on the OCA charter school board will not be less than seven and no more than nine as set by the bylaws. Members of a board of Directors may serve a term of two years and may serve additional terms. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board will be individuals who have a background in K-12 education or in business, In addition, at least 50 percent of the members of the board, will be elected by the employees and the parents or guardians of students enrolled at OCA. Parents or guardians shall have one vote for each student enrolled in OCA. All members must be residents of the State of South Carolina. A background check will be required of all persons elected or appointed to the board to insure no person has been convicted of a felony. In the event the board of Directors consists of an odd number of members, the extra member will be an individual who has a background in K-12 education or in business.

The Board has contracted with Pinnacle Collegiate Schools Management Group, LLC as an education management organization (EMO). Pinnacle, through its on-site Principal, will be responsible for day-to-day operations. The Board will set the vision, mission, and goals; monitor outcomes; and ensure accountability. The Board will establish policies if needed; meet the requirements prescribed by laws and rules of the State Board of Education, and monitor performance of the EMO and OCA.

Corresponding Appendices

Appendix K – Bylaws

Appendix L – Articles of Incorporation

Appendix M – Organizational Chart

## 8. Operations

After approval of the charter application, the committee will begin the process of opening the school by following the following steps

- complete the RFP for charter school funding commonly called the planning and implementation grant due by SDE timeline
- create a bank account for the school with a line of credit from the EMO
- EMO will set up the chart of accounts based on the approved budget
- begin recruitment of students by posting the lottery application on the website and planning recruitment fairs- lottery at the end of February
- work with the chosen facility developer to secure land for the school
- consult with the Office of School Facilities and the SC Department of Transportation for a land and traffic appraisal of the perspective school location
- send out enrollment packets for all students accepted in the lottery, begin taking students on a first come first serve bases if no lottery was required
- finalize curriculum/assessment tools
- begin the search for the school Principal in August but hire no later than April 1<sup>st</sup>
- have facility purchased and site review submitted to OSF no later than January
- principal begins hiring staff and facility
- continue with recruitment if needed
- begin enrollment reviews to ensure all packets are complete
- request student records from sending district
- purchase furniture, equipment and supplies
- sign contract with authorizer
- ensure all insurance policies are in place
- determine e-rate for the school
- have safety plans ready for opening day
- have special education procedures completed in conjunction with authorizer's policies
- present budget to board for final approval
- consult with school attorney on all policies and procedures to ensure compliance with state and federal laws prior to opening
- start training for facility and staff in July or sooner if available
- have OSF inspection for certificate of occupancy
- ensure transitional board has been trained as required by SC Charter School Law
- ensure all health and safety certificates have been collected from staff and students

Oceanside as a partner with Pinnacle Charters will have a sister school, Gray Collegiate Academy in West Columbia, SC. Gray is in its first year of operations and currently has 375 students. Gray uses the collegiate model that Oceanside will follow. Pinnacle as the EMO will be responsible for the financial management of the school, work with the chosen facility

developer to ensure the facility is open and operational for the start of school. Pinnacle will interview the principal candidates and present the finalist to the board for their review. Pinnacle will work with the college or university supplying the dual credits to ensure all provisions of the MOU are met on a timely basis. In short Pinnacle will be responsible for all day to day operations of the school.

Once the Principal is hired s/he will begin hiring staff and faculty who are qualified and believe in the model of the school and who the principle believes can help students achieve the educational outcomes that s/he is accountable for at the school. It is the Principals responsibility to ensure that the school meets its stated educational goals and objectives and it is the Board's responsibility to hold him/her accountable for such. After hiring all staff members will receive their job descriptions and roles of responsibilities. Day-to-day academic operating decisions will be made on-site by the Principal. The organizational and management structure of the school will facilitate the delivery of instructional and support services to students in an effective and efficient manner (see Appendix M. Organization Chart). The Principal will work directly with faculty and staff to ensure that they receive proper direction and support to deliver an effective instructional program.

The Athletic Director (AD) will be responsible for the athletic program and instrumental in ensuring OCA meets its goals for college admission, college athletics offers, and college scholarships. The coaching and related staff will report to the AD.

The steps in the recruitment and hiring process for the Principal and Athletic Director will generally follow the steps below, but may be modified as needed for particular positions and circumstances:

1. A nationwide search will be conducted, including referrals from board members, online job sites, CERRA, teachers-teachers.com, and other pertinent resources.
2. The EMO or its designee will review all resumes.
3. Screening interviews will be conducted by phone as the first step in determining if the person interviewed is the right fit for the job with the school.
4. First round face-to-face interviews of candidates will be held with the EMO and/or supervisor of the position for which the search is being conducted.
5. Background and extensive reference checks will be conducted.
6. Upon the return of a successful background check, the EMO will interview final candidates.
7. The Board will review the top finalists.
8. The EMO will extend an offer of employment.

The Principal as the leader of the school will ensure that the operations of the school are in accordance with the mission and vision of OCA. S/He will have a full understanding of the mission to serve high school students in a safe, small setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and outstanding athletics while earning up to two years of college credit while in high school.

The Principal will make all school-based decisions as authorized, establishing and implementing procedures for the day-to-day operations of the school. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.

The School Advisory Council (SAC) will serve as an advising body to assist the school in deliberation on policies and creating an environment that meets the goals of the Board. The SAC will also be important in communicating and sharing information between the school, parents, and community members. To ensure substantial parent and community involvement, Board members will meet with local stakeholders to explain the program and recruit representatives, including parents, community members and business people to serve on the SAC. The SAC is strictly a volunteer organization and all volunteers must agree to a background check including the sex offender registry. The make-up of the SAC will be diverse and representative of the student population. The SAC will be formed during the first semester of the school's operation.

The primary objective of the SAC, whose membership must consist of a majority of individuals not employed by the school, is to assist in the preparation, evaluation, and implementation of the school improvement plan. The SAC, however, has numerous other responsibilities, which include school budget input and studying various data, such as test scores, which determine student success and:

- Provide a venue for feedback among all partners and give a voice to the community.
- Agree upon community-related goals for the school program.
- Make constructive recommendations for school improvement.
- Establish relationships with members of the broader community and recognize their value.
- Provide information to the community about the purpose, vision, and mission of OCA.

Parents will have a number of other opportunities for involvement in their student's education. Parents will be invited to attend an orientation session with the student, when

opportunities, expectations, and requirements of the program are explained, setting the stage for expected student progress and achievement. This will be supplemented by mailings, school web pages, teacher web pages, phone calls, emails, newsletters, and the PowerSchool Parent Portal.

In addition, ads in public school athletic programs, brochures; ads on radio, newspapers, church visits, boys and girls clubs, and youth organizations targeted to ethnic populations will be focal points to encourage a diverse population and to increase parental involvement.

Parents will be encouraged to attend and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, report card conferences, and student award ceremonies. Parents will also be invited to submit their names and credentials if interesting in serving as Board members, which provides for direct input into the OCA.

The Board, SAC, Principal, Faculty, and Staff will be responsible for developing partnerships with community agencies that provide social and intervention services to students and families. The goal of these partnerships is to provide a broader set of services that will help the student and families handle circumstances that interfere with learning and academic success. The school will also create partnerships with local businesses to facilitate internships and employment of students.

Professional development is a crucial component to teacher success even for experienced teachers. In support of the mission OCA teachers will attend professional development seminars and trainings in the instructional strategies of an early college high school, and lesson plan design in the College Prep Program. These trainings will be held before the school opens and as it continues. The OCA budget provides for ongoing professional development and training and administration will plan monthly professional development sessions bringing in experts in the field to work with the teachers.

Corresponding Appendices

Appendix N – Sample Job Descriptions

## 9. Budget and Finance

Annual Budget: The annual budget will be prepared collaboratively by OCA's EMO and the Board. The budget will be established and monitored so that resources are allocated to meet the operational and educational priorities of OCA. The budget for the first five years is included as Appendix N and was prepared in accordance with the S.C. Department of Education (SCDE) Financial Accounting Handbook (Handbook), the Funding Manual and the Single Audit Act. It supports OCA's mission – expenditures for salaries and bonuses for instructors, guidance-college counselors, and athletics staff; instructional resources; and 1:1 computing. The Board will adopt an annual budget not later than the month of June preceding the start of OCA's fiscal year and will receive and approve monthly financial statements that reflect budget to actual reporting.

Revenues: Revenue account codes used in the budget are in accordance with the Handbook. Appendix P contains a worksheet which documents estimated State revenues in accordance with S.C. Code Ann. § 59-40-140(A)-(D), for five years. Revenues include grant revenue through the Charter School Program Planning and Implementation grant for years one and two. This grant was included after consideration of the likelihood of receipt based on historical award data showing at least a 70% award rate. If this grant is not available, OCA has prepared a contingency budget which removes this revenue and continues to support the school's priorities. Pinnacle is also prepared to loan OCA up to \$200,000 during year 1, which would be repaid over 36 months starting in year 2 with 2% interest. Revenues also reflect funds collected from students based on participation in organized athletic activities. OCA will provide a choice of team sports for boys and girls.

Expenditures: Expenditure account codes used in the attached budget are in accordance with the SCDE's Handbook. The essential function of the Board shall be policymaking and the assurance of sound operations and financial management. The EMO will provide management and administrative services. The EMO's functions include ongoing financial management, budgeting and financial reporting, and maintenance of financial and student records. The EMO team is knowledgeable and experienced in the education and finance fields, will provide direct guidance and oversight, and will be accountable to the Board. The EMO will be responsible and accountable to the Board for compliance with all laws pertaining to public schools, including

budgets and financial records. The EMO will establish and provide OCAs' chart of accounts and accounting system, payroll and benefits management, inventory/asset management, invoicing, insurance, financial reporting, and day-to-day business operations. The EMO CFO will be responsible for preparing and presenting a draft budget to the Board.

Annual Audit: OCA will comply with the annual audit statutory requirement. The CFO of Pinnacle is a CPA and has been a financial auditor for schools and nonprofit organizations for over 25 years. He will provide the Board with the background requirements in the Single Audit Guide and related material. OCA will solicit three bids from independent CPA firms and will select one that has prior charter school auditing and reporting experience and best meets its needs. OCA will adhere to sound financial practices and procedures by:

- Establishing policies and adhering to procedures to properly account for all revenue and expenses as directed in the Handbook and Funding Manual.
- Maintaining appropriate records through the use of a general ledger system that is established and maintained on an audit ready basis.
- Preparing and providing required reports to appropriate agencies and other interested parties.
- Ensuring that all accounting, reporting and auditing procedures and requirements will comply with the published specifications of the SCDE.

The Board and/or the Audit Committee of the Board will receive, review and approve the Auditor's Report and related findings and recommendations prior to official reporting.

Pupil Accounting System: In accordance with the S.C. Pupil Accounting Manual and the S.C. Student Accountability Manual, OCA will adhere to the reporting procedures, policies, and regulations that apply to all public schools in South Carolina. Reports will be maintained and filed according to district, state and federal requirements. OCA has reviewed the S.C. Pupil Accounting Manual in regards to the detail requirements for membership criteria, PowerSchool Interface Assigning EFA Pupil Classification Codes, Attendance Reporting and Responsibilities, Special Considerations, Submission of Reports and Retention of Records and Audit Requirements and will fully comply with the mandates.

Student Accountability System secures a cumulative head count of eligible students who are served for the current school year. The cumulative head count is used to calculate the funds school districts will receive under established programs.”

Negotiated Services Documentation: Currently no services have been negotiated with the local school district, sponsor, or other outside vendors other than the EMO. OCA will utilize Pinnacle EMO and the contract includes all aspects of management and the negotiation and evaluation of outside vendor services in conjunction with the Board as appropriate.

It is important to point out the sustainability of this model. Since the building is designed for half capacity, more money goes in the classroom. This creates a better design for learning along with financial sustainability.

#### Corresponding Appendices

Appendix O – Student Enrollment Projection Form

Appendix P – Five-year detailed budget (excel)

Appendix Q – Ten-year budget plan (excel)

Appendix R – Memorandums of Agreement for Negotiated Services – Not Applicable

Appendix S – Documentation of any Soft Funds – Not Applicable

## 10. Employees

In compliance with the S.C. Charter Schools Act, at least one member of the Oceanside Collegiate Academy (OCA) administrative staff will hold a current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. In accordance with the No Child Left Behind Act (NCLB) and guidance from the U.S. Department of Education about NCLB and Title I, employment will meet the South Carolina Charter Schools Act guidelines with a minimum of 75% (but will seek for 100%) of all OCA teachers having certification in their subject area. OCA high school teachers serving in grades 9-12 who will be providing curriculum content in each core academic area (English and Language Arts, Mathematics, Science, and Social Studies) will either be certified in that area or have content knowledge as evidenced by previous teaching experience or hold a baccalaureate/graduate degree in that subject. In addition, OCA students in 11th and 12th grade will take dual credit courses from higher education instructors. Under S.C. Reg § 43-235.III.D., dual credit courses must have accreditation from a list of specified institutions, including the Southern Association of Colleges and Schools (SACS). SACS requires that faculty who are teaching college transfer courses have at least a master's degree in the discipline or a master's degree and 18 semester hours in graduate-level courses in the discipline. These specifications for employees are in keeping with the OCA mission to serve high school students in a safe, small setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and outstanding athletics while earning up to two years of college credit while in high school.

OCA is committed to recruiting and hiring the best qualified employees without regard to race, religion, handicap, gender, or age. As an equal opportunity employer, OCA will follow all state and federal laws regarding employment practices. OCA will be an at-will employer. Recruitment and hiring of professional and support personnel will be based upon qualifications, merit, and commitment to the mission and philosophy of the school. The provisions of Title 59, Chapter 25, Article 5 will not apply to employment at OCA.

The recruitment and selection process will include, but not limited to: (a) the Principal's analysis of the job prior to initiating the recruitment process. The Principal will develop a job description, which reflects the needs of the school. The Principal will determine the most appropriate recruitment strategies including: advertisement in local, state, and regional newspapers; and advertisement in professional publications; contact with college and university

placement services; interviews with students enrolled in teacher education programs; internal and external searches; inquiries and referrals; professional OCA contacts with organizations that promote the interest of minority groups; publications and pamphlets; special activities and events for prospective applicants; promotional packages and recruiting programs; advertisements on the Internet; or registration with the CERRA. The administration will utilize printed materials and/or technology to recruit high-quality candidates. (b) Announcements/advertisements for the job vacancy will be published in accordance with all related legal and reporting requirements and may include such information as: job title, summary description of the job responsibilities, school location, description of the application process, minimum requirements, entry salary and/or salary range, opening and closing dates for applying, statement certifying that the employer is an equal employment opportunity employer, work schedule, and whether the position is full- or part-time. Appendix R has sample job descriptions, qualifications and duties for the Principal, Guidance Counselor/Collegiate Advisor, Administrative Assistant, Teacher,

Decisions and Oversight. The OCA Board of Directors will delegate to the educational management company (EMO) authority for the management and execution of the day-to-day school activities, including management of the personnel and instructional leadership. For on-site activities the EMO will operate through the Principal.

The Principal will be the authority responsible for academic accountability, will be an experienced leader, and will be committed to excellence in learning and academic innovation. The Principal will assign appropriate administrative tasks to the Administrative Assistant to ensure the proper management of the student achievement data and fiscal reporting records. The Principal will assign appropriate administrative tasks to the PowerSchool Administrator to ensure the proper management of the PowerSchool system, student achievement data, and fiscal reporting records. The Principal will assign appropriate responsibilities to the Guidance Counselor/Advisor, including those mandated by state laws, to promote student achievement and college admission success. The Athletic Director (AD) will be the authority and responsible for athletic accountability, and an experienced leader committed to excellence in coaching and athletic innovation. The AD will recruit, in-service and evaluate the Coaches at OCA to ensure the athletes are receiving a first class experience.

Teacher Evaluations: OCA will utilize the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) or the SBE approved system in

effect upon opening, or an alternative that is later approved for use. College faculty teaching the dual enrollment courses are not covered under the ADEPT teacher evaluation system.

**Policy and Procedures:** An employee handbook outlining policies and procedures will be developed and approved by the Charter Committee and subsequently the school's Board of Directors (see Appendix S). This handbook will be given to all employees and updated annually. Employees will sign a statement indicating their receipt of the handbook and acceptance of the policies-procedures contained in it. The Employee Handbook will include personnel policies and procedures, which will comply with state and federal laws.

**Teacher Employment and Dismissal Procedures:** OCA employees are employed at-will and are expected to conduct themselves as professionals. They are expected to meet high standards of conduct and performance. Employees who do not meet these standards may be given the opportunity to correct their conduct or performance through performance evaluations and corrective disciplinary action; however, all employment is at-will. Corrective action may include or lead up to termination. Though at-will employees may resign or be terminated at any time and for any or no reason, the SC law requires a "description of a reasonable grievance and termination procedure, as required by this chapter, including notice and a hearing before the governing body of the charter school." Because charter school employees are at-will and day-to-day school operations are the responsibility of school administration, hearings before the school's board related to employee grievances and terminations will typically address only (1) whether the employee is in fact an at-will employee; (2) whether the school administration's conduct is consistent with the school's policies and procedures; and/or (3) whether the administration's conduct complies with federal and state laws. Employees with disputes or concerns should follow this procedure:

The employee will meet with the supervisor to try to resolve the issue. If the issue is not resolved after meeting with the supervisor, then the employee should move to the next step.

The employee should put their issue in writing describing the issue in detail, desired result, and the proposed solution. The written issue should be turned into the Principal within ten (10) business days of the occurrence.

After the Principal receives the written issue, he/she will meet with the employee and any supervisor to discuss the policies and procedures relating to the issue. Usually, the review of

faculty policies and procedures will dictate a resolution. The employee has the right to address the OCA Board if the issue is not resolved.

As an at-will employee, one may be discharged for any reason, so long as it is not a protected reason (e.g., because of race, religion, creed, national origin, gender, age, disability, pregnancy). If an employee has an issue listed in (1)-(3) above, and after the employee has met with the supervisor and/or the Principal an issue has still not been resolved, the employee may bring the issue to the Board and send a written request for a right to a hearing within 30 businesses days of the action under dispute. The Board will review the issue and schedule a hearing with the employee, supervisor (if any), and Principal. After the hearing the Board will make a final decision and report the resolution to the employee within five business days.

Employment and Dismissal Procedures for Administrative, Paraprofessional, and Non-teaching Staff: OCA will utilize the same procedures for employment, evaluation and termination for administrators and non-teaching staff as those described above for teachers. The Principal will be evaluated annually by Pinnacle and report to the Board the result of the Directors/Principals evaluation.

Professional Development (PD): Professional development is a crucial component to teacher success. OCA will initially train staff in a pbis student behavior model, the instructional strategies of an early college high school, and lesson plan design in the College Prep Program. These trainings will be held before the school opens. The OCA budget provides for ongoing professional development and training and administration will plan monthly professional development sessions bringing in experts in the field to work with the teachers. While topics for the professional development sessions will be determined using a needs assessment, additional topics are likely to include training in the ADEPT model, sessions leading to the Read to Succeed Requirement for high school teachers, Developing a School Safety Plan,. High Schools That Work site development training and Using Formative Assessments to Improve Student Growth. When performance is not an acceptable levels, data will be reviewed to determine root causes and research will be done to find evidence-based interventions for improvement. For example, SchoolNet issues assessment item analysis reports that pinpoint standards on which students are having difficulty, which can guide PD topics. Relevant staff will have PD on those interventions as part of the schools continuous improvement cycle and professional learning community.

Corresponding Appendices

Appendix T – Not Applicable

## **11. Insurance Coverage**

OCA's will secure all of the following required insurance coverage. An estimate of the cost of each type of insurance is included in Appendix AA.

OCA assumes liability for the activities of the charter school and agrees to hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

### *Workers' Compensation Insurance*

South Carolina Workers' Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the course of his or her employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured employee's disability, and, in case of death, compensation for the deceased employee's dependents. The Planning Committee has obtained an estimated annual premium from a South Carolina licensed insurance company in the appropriate amounts.

### *Liability Insurance*

OCA's Planning Committee has obtained an estimated annual premium for liability insurance from a South Carolina licensed insurance company. These policies are designed to match or exceed the minimum limits required by South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2011)).

### *Property Insurance*

OCA's Planning Committee has obtained an estimated annual premium for property insurance from a South Carolina licensed insurance company. OCA will provide sufficient insurance to cover loss to the school building and contents for fire and theft.

*Indemnity Insurance*

OCA's Planning Committee has obtained an estimated annual premium for indemnity insurance from a South Carolina licensed insurance company. OCA will provide indemnity insurance against civil and criminal liability for the charter school to protect or sponsor, the members of the sponsor's board, and the employees of the sponsor acting in their official capacity with respect to all activities related to the charter school.

*Automobile Insurance*

OCA's Planning Committee has obtained an estimated annual premium for automobile insurance from a South Carolina licensed insurance company. OCA will purchase automobile insurance, both property and liability insurance, to cover the cost of vehicles and transportation for charter school students.

*Other Insurance*

OCA's Planning Committee has obtained an estimated annual premium for umbrella insurance from a South Carolina licensed insurance company.

The budget includes planned expenditures for this insurance.

Corresponding Appendices – Included as one document

Appendix U – Worker's Compensation Description

Appendix V – Liability Insurance Descriptions and Amounts

Appendix W – Property Insurance Description and Amounts

Appendix X – Indemnity Insurance Description and Amounts

Appendix Y – Automobile Insurance Description and Amounts

Appendix Z – Other Insurance Description and Amounts

Appendix AA – Insurance Documents including SC statement

**13. Transportation**

Transportation Needs. At this time, OCA does not intend on providing transportation. Transportation will not be a barrier to attendance at the school; accordingly, funds have been appropriated in the budget for contingency transportation requirements. The school will be serving students ages 14-18, and students can use public transportation to access the campus. OCA believes that the provision of scheduled yellow-bus transportation is not an issue that affects enrollment and attendance for OCA's student population. Students who live beyond a reasonable distance from the school can purchase a discount bus pass and use the public transit system. Special Needs Students. Because OCA is not providing transportation for general education students, it is not obligated to provide transportation for students with an IEP. OCA will act in compliance with applicable state or federal laws.

Contracted Services. Currently OCA has not negotiated any services with the local school district, sponsor, or any other outside vendor. All options will be reviewed thoroughly and OCA will proceed with the protocol that best meets the financial needs and best sets the school as sound guardians of public funds. The budget does include funding for contracted athletic transportation; however, no vendor has yet been selected.

Corresponding Appendices

Appendix BB – Not Applicable

**14. Facilities**

Oceanside Collegiate Academy will contract with a charter development company contingent upon approval of this charter school application. OCA has already identified a site in Mount Pleasant that meets its needs. The new, the academic building will be built according to tentative plans in Appendix CC. The proposed facilities and properties are being analyzed so that the build-out plan of the facility will conform to requirements in the SC School Facility Planning and Construction Guide. Upon approval of this application, all necessary documents required by the OSF will be completed to meet all school facility requirements. The facility design is crucial to the organization of the school since the building only has to house half of the students at one time. While the student enrollment capacity for the OCA is 600 students, the academic facility will be built to hold 300 students. There will be a session of 300 AM students and a different session of 300 separate PM students, in effect creating a school size of 300 students. This philosophy and strategy supports the small school initiative in the OCA mission and vision.

Corresponding Appendices

Appendix CC – Floor Plan of Facility

Appendix DD – Proposed Lease or Rental Agreement

Appendix EE – Documentation from SCDE Office of School Facilities Not applicable

Appendix FF – Documentation from SCDOT School Traffic Engineering Not applicable

## 15. **School Management Contracts**

Oceanside Collegiate Academy has selected Pinnacle Charter School Management Group, LLC (Pinnacle) as their Education Management Organization (EMO). OCA's charter planning committee chose Pinnacle for the Collegiate Academy model Pinnacle provides and its similar work at Gray Collegiate Academy.

The CEO of Pinnacle (Mike D'Angelo) has been an educator in Wisconsin for 25 years and Florida for 13 years as an instructor, coach, transportation director, food service director, curriculum coordinator, athletic director, assistant principal and principal. He has worked on his collegiate academy model for more than 20 years and through the charter process has structured the format for success. Mr. D'Angelo has opened two collegiate academies in public school systems in Florida with tremendous success. Gray Collegiate Academy is the first charter school. Academic success for students included in those schools, which had similar demographics, included: 100% graduation rate, 93% attendance rate, 5% rate of discipline or behavior issues, academic scholarships and 100% admission into four year universities. He started Pinnacle in March 2012 to provide that expertise to other public school systems and charter schools. The CFO for Pinnacle (Mike Miller) has worked in the charter industry for the past five years and has extensive knowledge and experience in school finance and structure. The Regional Director, Todd Helms, was the charter planning committee chair for Gray Collegiate Academy and was responsible for oversight of the building construction. Mr. Helms is also an experienced sports coach and business leader. Pinnacle is authorized to conduct business in South Carolina, Appendix HH.

For the 10-year, renewable duration of the contract, Pinnacle has limited its management fee to 15% of State base student funding. In exchange, it will be responsible for all day-to-day educational operations of the school within OCA board guidelines and the charter school laws and regulations. This will include hiring a Principal who will recruit and hire and oversee hiring of all other staff. In addition to general operations, Pinnacle will be responsible for recruitment, marketing, curriculum, and securing a dual enrollment provider. OCA will obtain independent representation from tax attorneys, auditors, accountants, attorneys, realtors, and insurance experts at its expense. Pinnacle has agreed that its performance will be measured by OCA's meeting or exceeding the academic goals in this charter application. Pinnacle will arrange for

purchase and construction of the school facility. Both parties have the right to terminate for cause after notice and an opportunity to correct any deficiencies per OCA/Pinnacle contract.

Corresponding Appendices

Appendix GG – EMO Contract

Appendix HH – EMO SC Business License

Appendix II – Copy of Employee Contract

Appendix JJ – Copy of Employee Policy Manual