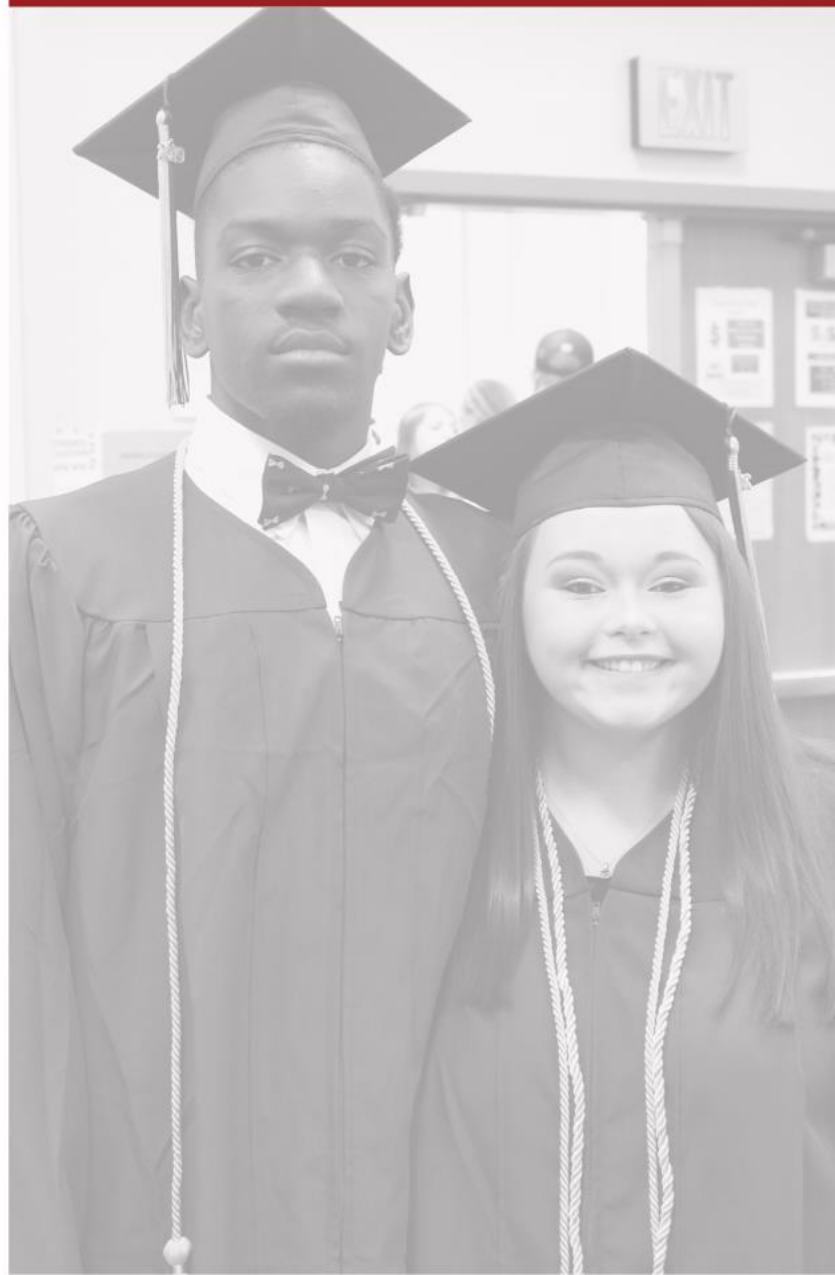
The Charter Institute at

Erskine

New Applicant Technical Assistance

December 1, 2020

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS



Welcome

- Recorded: erskinecharters.org
- Camera ON
- Mic OFF
- Questions? Use the chat feature!

Agenda

- Leadership Guidance
- Why the Charter Institute at Erskine?
- Governance Plan
- Eligibility, Procedures, and Changes
- Educational Plan
- Special Student Populations
- Financial Plan
- Building Community Support
- Process Overview
- Discussion (Q&A)

The Charter Institute at

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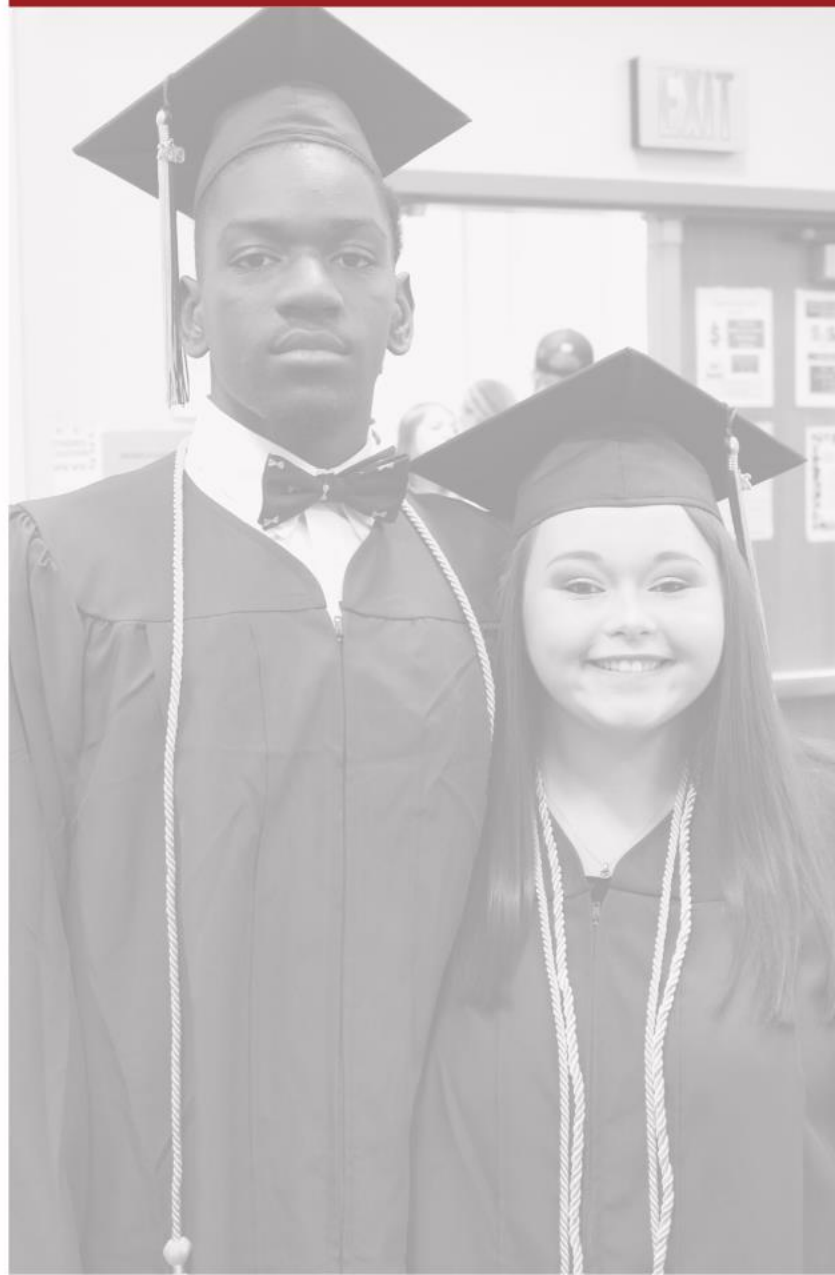
Leadership Guidance

Mr. Cameron Runyan
CEO/Superintendent

December 1, 2020

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS



The Charter Institute at

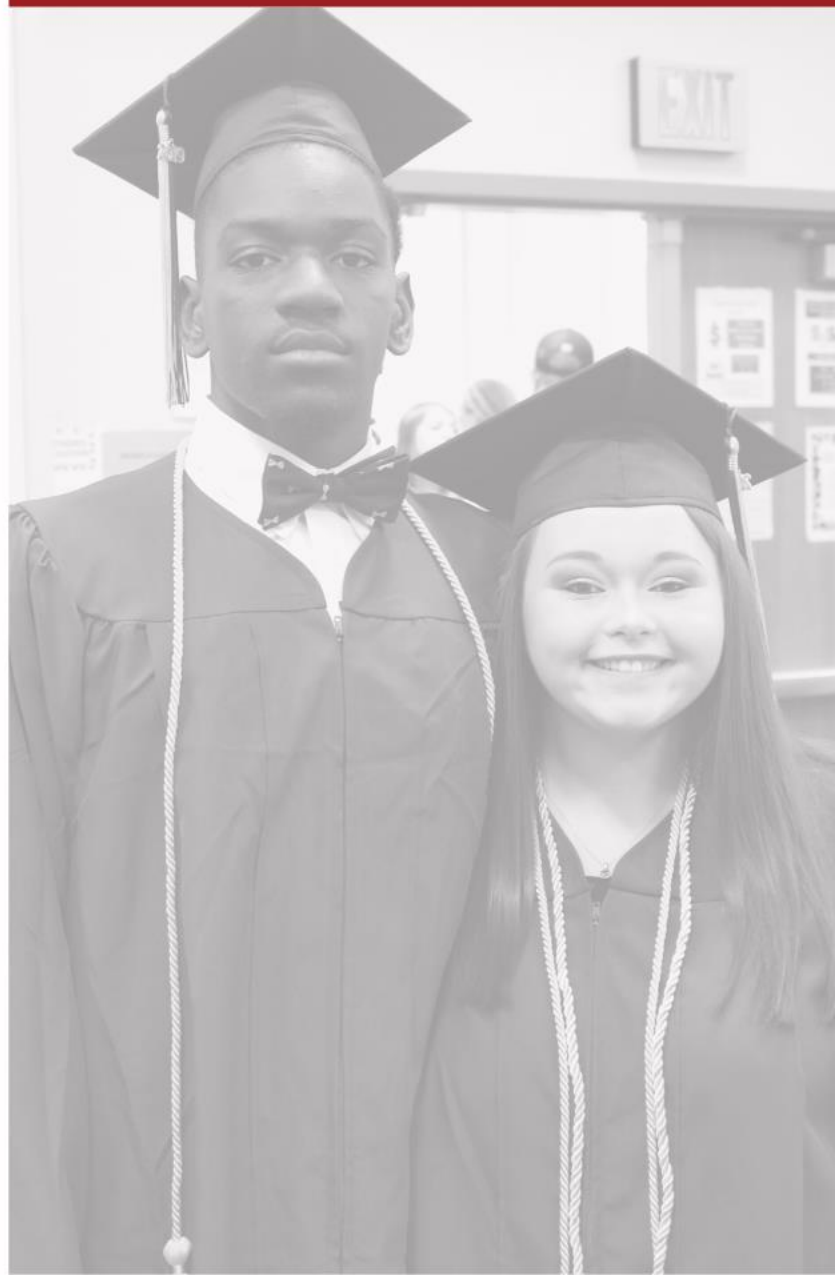
Erskine

Why the Charter Institute at Erskine?

Mr. Vamshi 'V' Rudrapati
Director

December 1, 2020

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS



The Charter Institute at

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Key Components of the Governance Plan

December 1, 2020

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS

Board Composition

- Planning Committee vs. Board
- Section 59-40-50:
  - No Less than Seven
  - South Carolina Resident
  - 50% background in K-12 education or business
  - No less than 50% elected by parents and school employees
  - Max Limit on Terms: 2 Years
  - Max # of Terms: No limit

EMOs and CMOs

- Legal Representation
- Detailed Contracts
- Who works for whom?
- Duplication of Services
- Evaluation
- Documentation: *If there is no paper trail, it did not happen.*

The Charter Institute at

Erskine

Eligibility, Procedures, and Changes

December 1, 2020

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS

Who's Eligible to Apply?

Any Individual or Group:

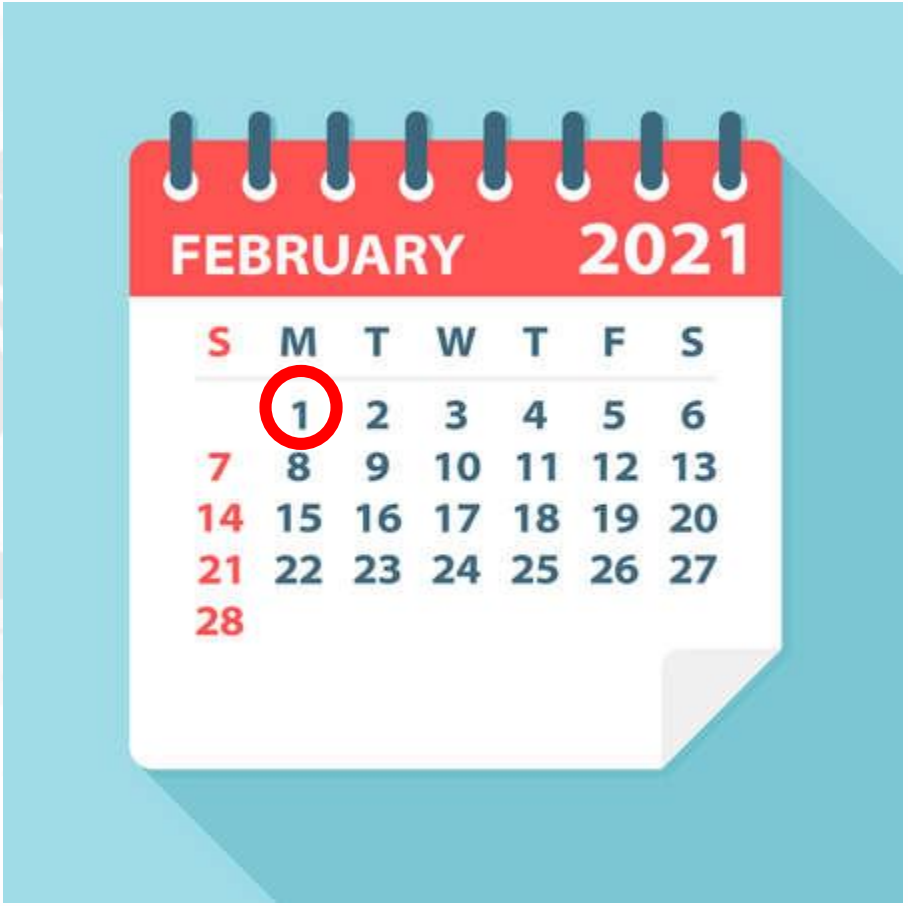
- Letter of Intent and Application
  - Charter Institute at Erskine
  - South Carolina Public Charter School District
  - Local School District
- Registered as Non-Profit Corporation in SC : https://sos.sc.gov/

By the Numbers

Letters of Intent Submitted to the Institute	Applications Submitted to the Institute	Charters Approved by the Institute
14	12	2

Deadlines (2020-2021 Cycle)

- Letter of Intent (90 days prior) – November 3, 2020
  - Sponsor
  - SCDE
- Complete Application Packet – February 1, 2021
  - SCDE Online Platform -> SCDE-> Desired Sponsor



Submission Procedures

- Completeness Check
- Additional or Missing Information
  - Charter Institute at Erskine Request (Optional)
  - 48 hours

Changes and Updates

- Per SCDE: No changes to Application Content
  - Cover Page
  - Executive Summary
  - Narrative (14 Sections)
  - Appendices
- SCDE TA Assistance: December 2020/January 2021
  - Direct Communication from SCDE
  - Online Platform Guidance

Addenda (2020-2021 Cycle)

- Alternative Education Campus Addendum
- Charter History Addendum
- Church State Addendum
- Racial Composition Addendum
- Charter Committee Criminal Disclosure Policy

Contact Us

- Kirby Jerry – Charter Authorization Coordinator
  Authorizationcoord@erskinecharters.org

- Grace Rubenzer – Institute Support Coordinator
  StateProgramsDir@erskinecharters.org

The Charter Institute at

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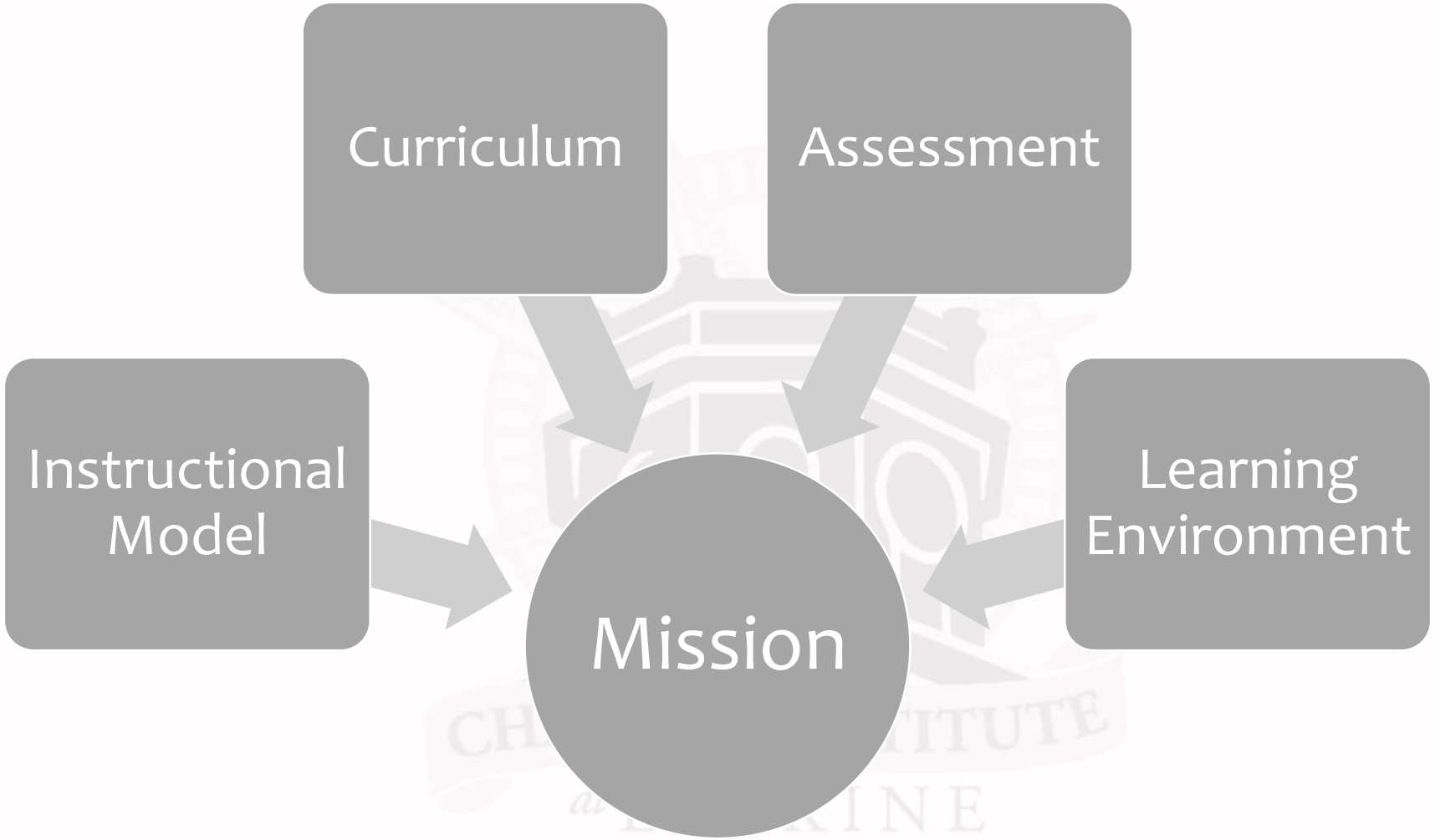
Key Components of the Educational Plan

December 1, 2020

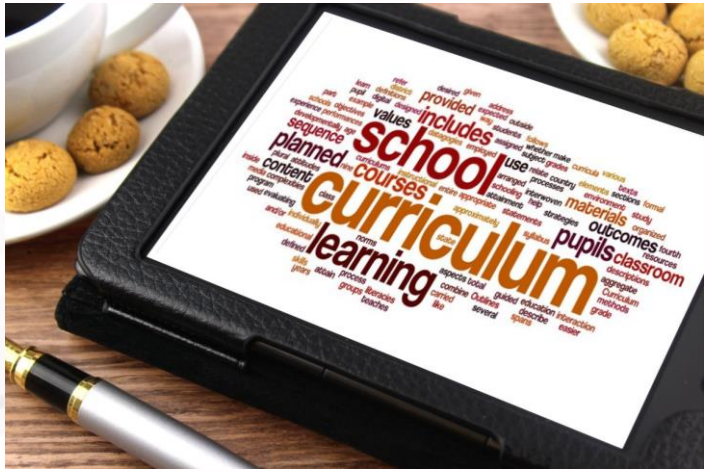
CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS

Begin with the End in Mind



Curriculum and Instruction

- Instructional Model
  - What is the school's instructional model?
  - What research exists to support the instructional model in specifically helping the school fulfill its mission and goals?
    - The research should support the chosen instructional model with the student body that the proposed school will likely attract.
  - How will this particular curriculum to improve student learning with the anticipated student population?
  - What evidence is there to show this curriculum will be successful with the anticipated student population?



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Curriculum and Instruction

- How will you ensure your curriculum is aligned with SCCCR Standards?

- How will your Multi-Tiered System of Supports (MTSS) plan support:
    a. above or below grade level,
    b. with disabilities,
    c. identified as gifted and talented, and
    d. requiring English Learners (ELLs) services.

- Things to keep in mind:
    - Curriculum is NOT just something you buy.
    - ONE size DOES NOT fit all.
    - The Institute is NOT the expert.
    - If the plan is to have "the teachers develop the curriculum" what is your plan for the first year when the teachers haven't had time to "develop the curriculum"?

Curriculum and Instruction

- How will you address students at risk of dropping out or not meeting grade level or graduation requirements?

- For a charter school offering high school grades, if applicable:
  a. a description of how the school will meet the state's graduation (exit) requirements
     i. to include an explanation of how students will earn credit hours
     ii. how grade-point averages will be calculated
     iii. what information will be on transcripts
     iv. and what elective courses will be offered.

- If graduation requirements will exceed state and district standards, an explanation of the additional requirements is included.

Curriculum and Instruction

- Graduation Requirements are outlined in SC Regulation 43-234.
  - Twenty-four (24) units of credit are required

Subject	Credits
English Language Arts	4.0
Mathematics	4.0
Science	3.0
U.S. History and Constitution	1.0
Economics	0.5
U.S. Government	0.5
Other Social Studies	1.0
Physical Education or Junior ROTC	1.0
Computer Science	1.0
Foreign Language or Career Technology Education	1.0
Electives	7.0

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Make sure to review the SC Uniform Grading Policy

Curriculum and Instruction

- Other components to consider:
  - Class Size
  - Daily Schedule
  - Teaching Methods

- Keep in mind:
  - Make sure the local school district does not offer the same instructional model.

  - Less is more! It's not a competition to see how many educational buzz words you can Google and add to your application.

  - Are you really going to create a single-gender, STEAM, Language Immersion, arts infused, project based learning, outdoor educational program that focuses on the use of American Sign Language?

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Educational Structure

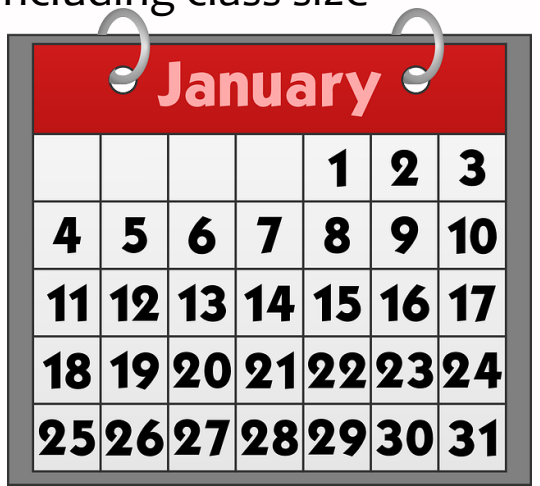
- What will your school year look like? Are you utilizing a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.?

- What grades will you serve to begin with and in the future?

- Once the proposed charter school is at full capacity:
  - How many students will that serve?
  - How many classes per grade level?
  - How many students per class?

- What will the learning environment look like (e.g., classroom-based, independent study), including class size and structure?

- Attendance laws specify 180 instructional days for students and 190 days for teachers.



CHARTER INSTITUTE at ERSKINE

Educational Structure

- What will a typical school day look like for a student?
  - How many instructional hours/minutes will be in a day for core subjects such as language arts, mathematics, science, and social studies?
  - What time will the school day start and end?
  - How many hours a day/week will be devoted to academic instruction in each grade?
  - How is this different than the average school day at nearby schools?
  - How will your school's experience be any different than the nearby schools?

- How the instructional design, learning environment, class size and structure, curriculum, teaching methods, and schedule will be optimal for student learning and how it will support the mission of the school?

- What planning tools will teachers will use to prepare lessons?

- What does the typical day for a teacher of a grade that will be served in the first year of operation look like?

- How is this different than the teacher's day at nearby schools?

CHARTER INSTITUTE at ERSKINE

Recruiting and Retaining Staff

- Curriculum
- First Year Teachers are required to have a Mentor.
- For a teacher to move from an initial to a professional certificate, the teacher must be evaluated.
- Improve building capacity.
- Build teacher effectiveness.
- Strengthens a culture from year to year.
- Time and money to train new teachers for the same positions year after year.
- Inexperience teachers may not have the same impact on student learning – they have to learn curriculum, become familiar with policies and get to know classrooms full of students without the guidance of veteran teachers.

Professional Development

- Curriculum
- Retention – teachers want to be supported
- Deeper subject knowledge
- Teachers learn better ways to teach
- Personal Growth
- Opportunity to integrate new strategies
- Understands New Standards
- Experiment with New Technology

State Assessments

- Kindergarten
  - First 45 days
  - WIDA Screener
  - ACCESS for ELLS (January – March)

- First Second
  - WIDA Screener (as needed)
  - ACCESS for ELLS (January – March)

- Second Grade
  - CogAT and Iowa (October – November)
  - Performance Task Assessments (February – March)
  - WIDA Screener (as needed)
  - ACCESS for ELLs (January – March)

State Assessments

- 3rd – 5th Grade
  - SC READY – last 20 Days of School Calendar
  - SC PASS – last 20 Days of School Calendar
  - Performance Task Assessments (February – March)
  - WIDA Screener (as needed)
  - ACCESS for ELLs (January – March)

- 6th – 8th Grade
  - SC READY – last 20 Days of School Calendar
  - SC PASS – last 20 Days of School Calendar
  - End-of-Course Exams (December-January and May-June)
  - WIDA Screener (as needed)
  - ACCESS for ELLs (January – March)

State Assessments

- 9th – 12th Grade
  - End-of-Course Exams (December-January and May-June)
  - PSAT (February – March)
  - ACT (October and February-March)
  - SAT (March-April)
  - WIDA Screener (as needed)
  - ACCESS for ELLs (January – March)
  - Ready to Work (December for 12th Grade retakes, March-April for 11th Grade)

Goals and Objectives

Are they **SMART** Goals (specific, measurable, attainable, realistic and time-based?

SPECIFIC - What evidence do you have show your academic performance needs improvement? Have you drilled down into the data and circumstance to determine the specific cause of sub par performance? Is it down to the standard level?

MEASUREABLE – How will know if your goals are achievable? What data will you be using to show progress on every strategy and intervention?

ATTAINABLE – Are the targets set so it is statistically possible for the staff to realize success?

REALISTIC – Particularly with the strategies to be employed, do we have or can we get the necessary resources to accomplish full implementation of those strategies? Do we have the resources (including personnel) to build capacity? Is our staff capable of implementation?

TIME BASED – Have we developed both long and short term milestones to guide implementation? Do we have a monitoring and completion calendar?

Goals and Objectives

- What will be used for diagnostic, formative and summative assessments?

- Describe how the school will monitor progress toward meeting its goals and objectives of the school and what modifications will be made if necessary?
  - Who is responsible for monitoring progress – the school leader, the board, and/or a data specialist?
  - Will personnel decisions be based on performance data?
  - What professional development will be offered to staff?

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Assessment Plan

- Include an explanation of data collection, analysis, and management
  - How will teachers be trained to interpret test results?
  - How will decisions be made that affect individual student instruction?

- What diagnostic, formative, and summative assessments including state-mandated assessments will be used at what point during the school year?

- What resources will be needed to successfully implement the assessment plan (technology, personnel, staff development)?

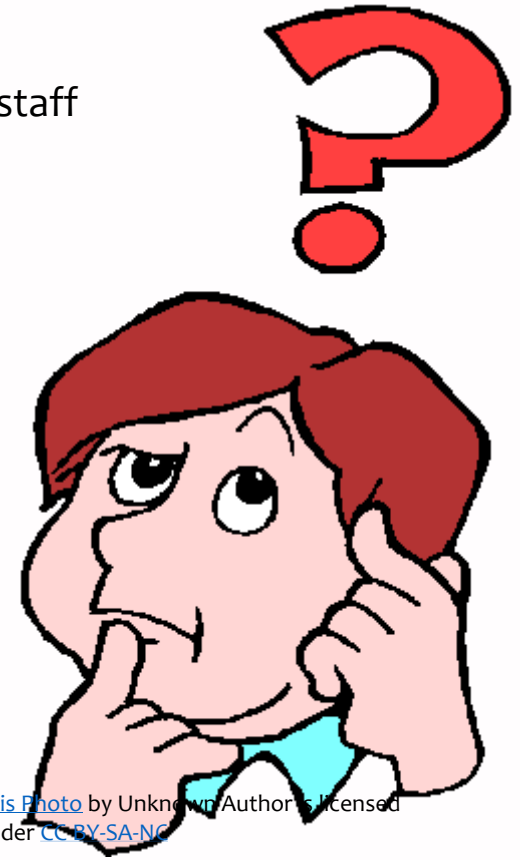
- Who will communicate the student achievement results to the Board?

- How often will the results be shared?

- Who will communicate student achievement results to the parents?

- Who will communicate student achievement results to the students?

- Who will determine what adjusts need to be made once student achievement results are analyzed?



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Assessment Plan

- How will you use the data to measure and evaluate academic progress of individual students, student cohorts, and the school as a whole?

- How will you use the data to measure and evaluate academic progress throughout the year, at the end of each academic school year, and for the term of the charter?

Role Identification

- Testing Coordinator
- Education Evaluation (ADEPT) Coordinator
- Textbook Coordinator
- Accountability Coordinator
- CATE Coordinator (if applicable- high school)
- PowerSchool Coordinator

Contact Us

- Richard Melzer– Chief of School Improvement and Accountability

  AccountabilityChief@erskinecharters.org

- Christy Junkins – Executive Director of School Services

  SchoolServicesED@erskinecharters.org

- Dr. Sherri Herbst – Director of State and Academic Programs

  StateProgramsDir@erskinecharters.org

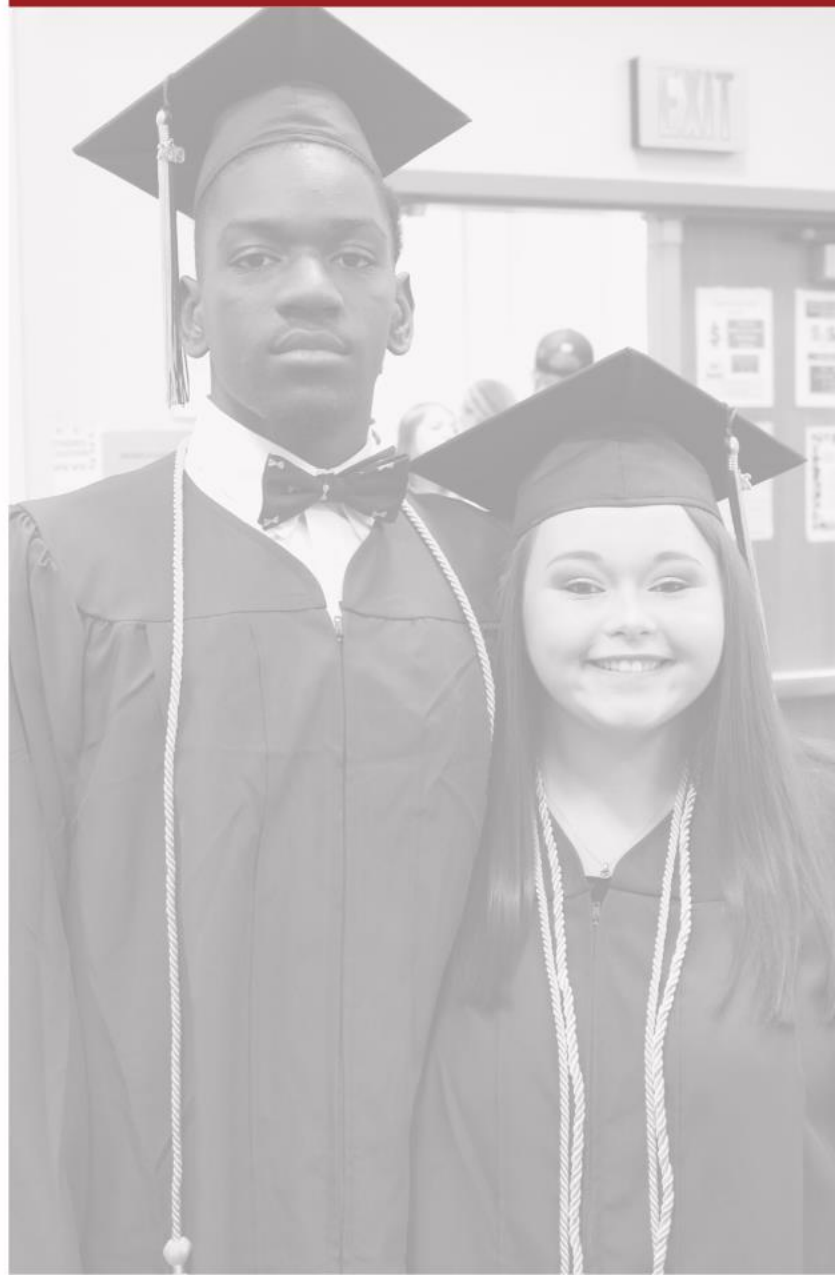
The Charter Institute at

Erskine

Serving Students with Special Needs

December 1, 2020

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS



A Charter School is…

SC Code of Laws Section 59-40-40 (2)

(a) is, for purposes of state law and the state constitution, considered a public school and…..

(b) is subject to all federal and state laws and constitutional provisions **prohibiting discrimination on the basis of disability**, race, creed, color, gender, national origin, religion, ancestry, **or need for special education services**

A Charter School Must…

SC Code of Laws Section 59-40-50 (B)

(1) adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district or, in the case of the South Carolina Public Charter School District or a public or independent institution of higher learning sponsor, the local school district in which the charter school is located;

Sponsor Responsibilities

SC Code of Laws Section 59-40-40 (4)

The sponsor of a charter school is the charter school's Local Education Agency (LEA) and a charter school is a school within that LEA. The sponsor retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

Charter Application and Contract

SC Code of Laws Section 59-40-60

An approved charter application constitutes an agreement between the charter school and the sponsor.

A contract between the charter school and the sponsor must be executed and must reflect all provisions outlined in the application as well as the roles, powers, responsibilities, and performance expectations for each party to the contract.

What all this legal stuff means...

The sponsor is the local educational agency (LEA) for purposes of the Individuals with Disabilities Education Act (IDEA). As a result, the sponsor can (and will) be held **accountable by the state educational agency (SEA) for any noncompliance with the IDEA by the sponsored charter school.**

The charter school is required to adhere to its charter application/contract and the Charter Schools Act. This includes complying with disability rights requirements. The sponsor can hold the charter school accountable for compliance under the charter school application/contract and Charter Schools Act.

What is your local school district's population of students with disabilities?

The charter application must include

- A clear indication that the prospective charter school understands requirements of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA) and plans to comply with these requirements, which includes appropriately certified personnel, documentation, assessments, adaptations, and modifications;

- A description of the plan to provide a variety of service delivery and placement options; plans for transitioning students out of special education;

How do you know who to hire and who will be responsible for hiring providers?

Does your special education teacher need to be certified?

The charter application must include

- A description of the plan to include needed staff, adequate funding, evaluation of programs' success, flexibility to add contracted services, and specific services the sponsoring district is expected to provide for the initial year of operation; and that it aligns with your proposed budget

- A description of the plan to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in school or district activities.

- Ensure your model allows for adaptations for special populations

Does your budget reflect for the unknowns?

The charter also must include that the school:

- Understands the requirements of the IDEA and will comply with these requirements, which includes appropriately certified personnel, documentation, assessments, adaptations, and modifications; It will provide a variety of service delivery and placement options;
- Will provide needed staff, funding, and other resources to implement individualized education programs (IEPs);
- It will have a process for addressing IDEA compliance regarding student discipline, suspension, and expulsion for students with IEPs and the continued provision of FAPE; and
- It will provide nonacademic and extracurricular services and activities in a manner that would afford children with disabilities an equal opportunity for participation in school or district activities.

The charter, the school, and its governing board must also give assurances that they will:

- Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
- Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools;
- Will report to its sponsor and the South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the charter school may receive; and
- Will adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable.

Biggest Challenges for Applicants

- Providing a continuum of service options for students with disabilities
- Maintaining appropriate staffing and contractors for evaluations, reevaluations and provision of specialized instruction and related services
- Providing necessary accommodations and modifications
- Establishing an effective oversight/compliance review system
- Providing comparable services in a timely manner to students with IEPs transferring into the school
- Understanding that they have the charge of, and flexibility to, improve student outcomes using innovative methods, but with this flexibility comes responsibility and accountability

Issues that have been reported

- Counseling students out of coming to the charter school (discouraging parents of students with disabilities from applying)
- Developing IEPs to fit the charter school's program rather than the students' needs
- Failing to provide the services as set forth in the IEPs
- Giving the answer: "we do not provide those services"
- Inappropriate expenditure of IDEA funds
- Not adhering to IDEA procedural safeguards in discipline situations
- Schools are reluctant to perform initial evaluations and when they do, they are not comprehensive

CHARTER INSTITUTE at ERSKINE

Contact Us

- Celina Patton – Chief of Student Services
  - StudentServicesChief@erskinecharters.org
- Laura Merrick - Director of School Special Education Lowcountry
  - SPEDLowcountryDir@erskinecharters.org
- Kathy Griffin – Director of School Special Education Midlands
  - SPEDMidlandsDir@erskinecharters.org

The Charter Institute at

Erskine

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS

The Charter Institute at

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Key Components of the Financial Plan

December 1, 2020

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS

Agenda

- Expectations
- Funding Sources
  - Education Finance Act
  - Education Improvement Act
  - SC Charter School Act
- Financial Transparency
- Financial Governance
- Budgeting and Best Practices
- What Do We Look For?

Institute Expectations

- Process funding to the Institute schools in a timely manner (<=10 business days)
- Coordinate with Institute PowerSchool team to ensure enrollment data accuracy
- Financial Reporting
  - School Sustainability
  - School Audit
- Prepare annual budget requests to the Governor's office, Education Oversite Committee, and other state agencies

School Expectations

- School must maintain finance policies that mirror the best practices outlined in the Institute's own framework policies
- School must adhere to funding requirements
- School must have adequate internal control systems
- School must comply with all state and federal laws and regulations
- School must comply with their charter contract
- School must meet performance expectations
- School must meet all reporting requirements with accuracy by designated deadline

Funding Sources

- Local
  - Donations, Gifts
  - Private Grants
- State Funding
  - Base Student Funding (EFA)
  - Categorical Funding (EIA)
  - Charter School Funding (Proviso)
- Federal Funding (If Eligible)
  - Title I
  - Title II
  - IDEA

Acronyms

- WPU - The total ADM in a classification multiplied by assigned weight for that student classification.
- ADM – Average Daily Membership – The aggregate number of days in membership divided by the number of days school is in session at the reporting period.
- EFA – Education Finance Act – Base funding from State to guarantee each student in SC the availability if at least minimum educational programs and services.
- EIA – Education Improvement Act – Various restrictive state funds designed to support specific programs
- Proviso – Charter School Act – State funding that supplement the EFA funds as Charter School do not have access to traditional funding streams through their local municipalities.

Weightings

Classification	Weighting
Kindergarten	1.00
Primary (1-3)	1.00
Elementary (4-8)	1.00
High School (9-12)	1.00
Trainable Mentally Handicapped	2.04
Speech	1.90
Homebound	1.00
Emotionally Handicapped	2.04
Educable Mentally Handicapped	1.74
Learning Disabilities	1.74
Hearing Handicapped	2.57
Visually Handicapped	2.57
Orthopedically Handicapped	2.04
Vocational	1.29
Autism	2.57

Add-Ons

Classification	Weighting
Gifted and Talented	.15
Academic Assistance	.15
Dual Credit Enrollment	.15
Limited English Proficiency	.20
Pupil in Poverty	.20

State Funding Formula

Brick and Mortar

Base Student Cost EFA	$2,489.00
Charter School Funding	$3,600.00
Total Per Pupil	$6,089.00

Virtual

Base Student Cost EFA	$2,489.00
Charter School Funding	$1,900.00
Total Per Pupil	$4,389.00

Funding Counts

- Initial Funding
  - Projection
- 5 Day Count
  - New Charter Schools
  - Schools having approved incremental growth and expansion
- 45 Day Count
  - All schools
- 135 Day Count
  - All schools
  - Final Count for the school year

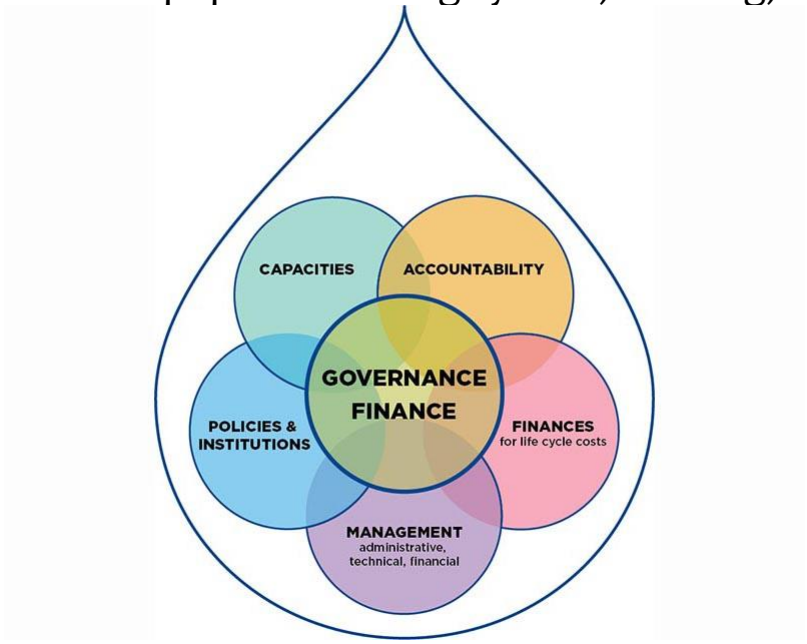
Average Daily Membership

- ADM- The aggregate number of days in membership divided by the number of days school is in session at the reporting period.

Student Enrolled Date	Number of Days in Membership	Average Daily Membership (ADM)
1st Day of School (Day 1)	135 Days of Membership	1.00
Beginning of 2nd Quarter (Day 46)	90 Days of Membership	0.66
Beginning of 2nd Semester (Day 91)	45 Days of Membership	0.33
Beginning of 4th Quarter (Day 136)	0 Day of Membership	0.00
1st Day of School, withdraw at the end of 1st quarter	45 Days of Membership	0.33

Financial Governance

- Will your governing board have a finance committee?
- Who will be your finance expert?
- Who will run the day to day finances at the school if approved?
- How will the school remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures?



Budgeting

- Set up a sound financial governance structure
  - “Trust, but verify”
- Understand your financials (i.e. revenue vs. expenditures)
- Prioritize spending that will assist in the goal of “Moving the Needle”
- Be conservative
  - “Underestimate revenues, overestimate expenses”

Budgeting- Where to start

- A school's budget begins with the number of students attending.
  - DO NOT estimate enrollment at capacity
  - There is regular absences and attrition with schools and total revenue is calculated on the 135 Day Count, therefore no school will ever be paid on capacity enrollment.
- Evaluate student count as you go. These numbers may rise and fall so understanding the interest in the school is important.
- Once a good student count is established it allows the school to start evaluating what you and can and can't afford with salaries, facilities, transportation, etc.
- Do not rely on Federal Funds or Donation & Fundraising as both funding are not guaranteed.

Budgeting- Expenses

- Next step to budgeting is tackling expenses. This can seem overwhelming at first but start by breaking it down into the school's BIG categories.
  - Personnel
  - Facilities
  - Supplies
  - Contracted Services

Budgeting- What to look out for?

One of the most common and detrimental mistakes a school can make is to overestimate the number of students expected to attend and then not adjust the budget accordingly.

The number of students drive the revenue on which the budget expenses are then based, so a school that opens with less students is starting in financial crisis.

- If the unfortunate does happen and less students attend than budgeted – IMMEDIATELY AMEND THE BUDGET – cutting expenses, including personnel if necessary.

- Don't forget to budget appropriately for special needs. You won't know exactly what services the school will need to provide, but ensure funds are allocated.

Budgeting- What to look out for?

Another pitfall is entering into contracts/arrangements and not understanding the full impact of the cost not only in the current year but also future years. For example:

- ✓ Long-term facility leases (may see where landlords offer discounts initially with lower enrollment and then drastically increase rates over an extended period)
- ✓ Bonds/loans
- ✓ Significant equipment leases
- ✓ Facility improvements
- ✓ State retirement versus private plans

Budgeting- Conclusion

- Does your budget align with your Charter Application?
- Is your budget sustainable with the base state funding?
- What percentage of your budget goes back to the students?
- What percentage of your budget goes to an EMO?
    - Is that a wise investment?
    - Scope of Services
    - Return on investment
    - Deliverable

Conclusion

- Does your budget align with your application?
  - Enrollment (Revenue)
  - Innovation (Expenditures)
- How will the school be aligned with the Funding Manual, Financial Accounting Handbook, and the Single Audit Guides?
- Is your budget relying on soft funds?

Contact Us

- Ciera Bing - Executive Director of Finance
  - FinanceED@erskinecharters.org
- John Li - Director of Finance
  - FinanceDir@erskinecharters.org
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The Charter Institute at

Erskine

Building Community Support
December 1, 2020

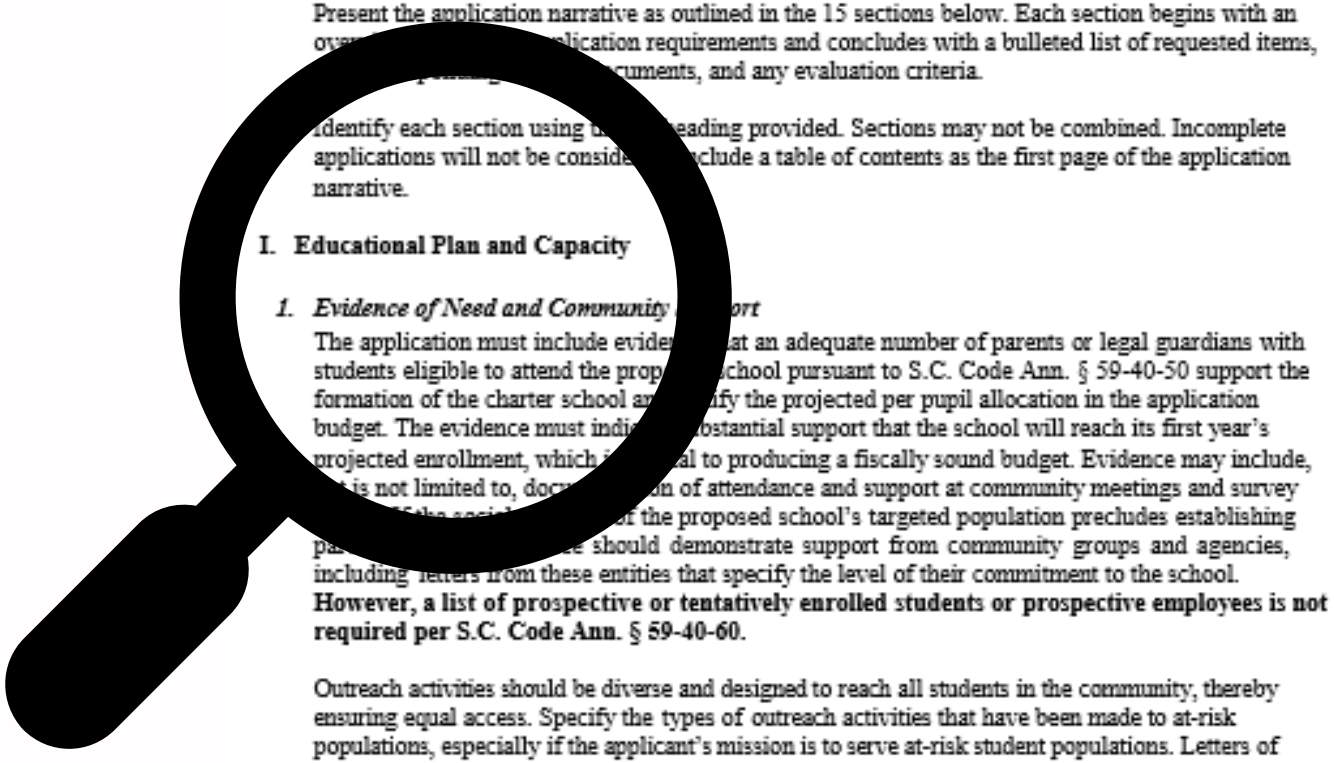
CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS

Who I Am

- Communications Specialist at the Charter Institute at Erskine
- Been with the Institute for over a year helping to tell the stories of our schools and their students
- Instrumental in telling stories of schools that have opened their first year with us

Ashley Epperson
commspecialist@erskinecharters.org
(803) 995-0527

Where We Are



Application Narrative Content

Present the application narrative as outlined in the 15 sections below. Each section begins with an ov[illegible]plication requirements and concludes with a bulleted list of requested items, [illegible]cuments, and any evaluation criteria.

Identify each section using t[illegible]eading provided. Sections may not be combined. Incomplete applications will not be conside[illegible]clude a table of contents as the first page of the application narrative.

I. Educational Plan and Capacity

1. ***Evidence of Need and Community [illegible]ort***

The application must include evide[illegible]at an adequate number of parents or legal guardians with students eligible to attend the prop[illegible]chool pursuant to S.C. Code Ann. § 59-40-50 support the formation of the charter school a[illegible]ify the projected per pupil allocation in the application budget. The evidence must indi[illegible]bstantial support that the school will reach its first year's projected enrollment, which i[illegible]al to producing a fiscally sound budget. Evidence may include, [illegible]is not limited to, doc[illegible]n of attendance and support at community meetings and survey [illegible] of the proposed school's targeted population precludes establishing pa[illegible]e should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school. **However, a list of prospective or tentatively enrolled students or prospective employees is not required per S.C. Code Ann. § 59-40-60.**

Outreach activities should be diverse and designed to reach all students in the community, thereby ensuring equal access. Specify the types of outreach activities that have been made to at-risk populations, especially if the applicant's mission is to serve at-risk student populations. Letters of support from community leaders, business people, or elected officials should be included in the appropriate support document. These letters should state why the individual believes the proposed new charter school would best serve the community. If the social situation of the school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school.

If the school is a proposed conversion charter, the application must also include evidence that two-thirds of the faculty and instructional staff voted to support the filing of the application and evidence that two-thirds of the voting parents or legal guardians voted to support the filing of the application (see Appendix Item C below). Parents or guardians shall have one vote for each of their children enrolled in the school (i.e., each student may be represented by only one vote). All parents

Charter Application Narrative Content Section 1 – Educational Plan and Capacity

Fundamentals

WHY

HOW

WHO

Narrative Requirement #1

Provide evidence that an adequate number of parents or legal guardians with students eligible to attend the proposed school pursuant to S.C. Code Ann. § 59-40-50 support the formation of the charter school and justify the projected per pupil allocation in the application budget. Do not include names of individual students. Include a table indicating interest documented by grade level or non-graded education groupings appropriate for the targeted population (outline the groupings and how they are categorized, i.e. age levels and/or education levels) for the first year of operation.

- Collect information in a way that that shows grade distribution based on your charter
- Good formats to present this information in: Tables, signed letters of *intent*, legal affidavits

Do	Don't
Have a strong presence in multiple avenues	Mistake INTEREST for intent

HOW TO RUN A COMMUNITY MEETING

- ADVERTISE YOUR PRESENCE BEFOREHAND IN LOCAL ESTABLISHMENTS, APARTMENTS, FEEDER SCHOOLS, ETC.

- MAKE SURE YOUR PLANNING MEETINGS AND COMMUNITY PRESENTATIONS ARE IN VARIED LOCATIONS (TO REACH A VARIETY OF STAKEHOLDERS)

- CONSIDER THE TECHNOLOGY AND ACCESS NEEDS OF YOUR TARGET POPULATION (IS INTERNET OR TRANSPORTATION AN ISSUE?)

- VARY THE AGENDA TO ENCOURAGE REPEAT ATTENDANCE, BUT ALWAYS GIVE YOUR HONED ‘ELEVATOR SPEECH’

In the era of Covid... your online presence is more important than ever!

Narrative Requirement #1

Do
Have a strong presence in multiple avenues
Don't
Use your school's social platforms to voice opinions that may discourage potential applicants

Social Media Strategy

- Present a clear, branded image
- Have avenues of contact where people can actually be reached
- Post consistently – people like to see the process
- Consider the use of different platforms to reach different audiences
- Link your website

- Parents are mostly here
- Great interface for uploading videos
- School can be recommended here

- Some parents and older students are here
- Good interface for uploading videos
- Allows linking, easy messaging, more used Story interface

- Quick, easy interface
- Can garner recognition from press and other agencies here

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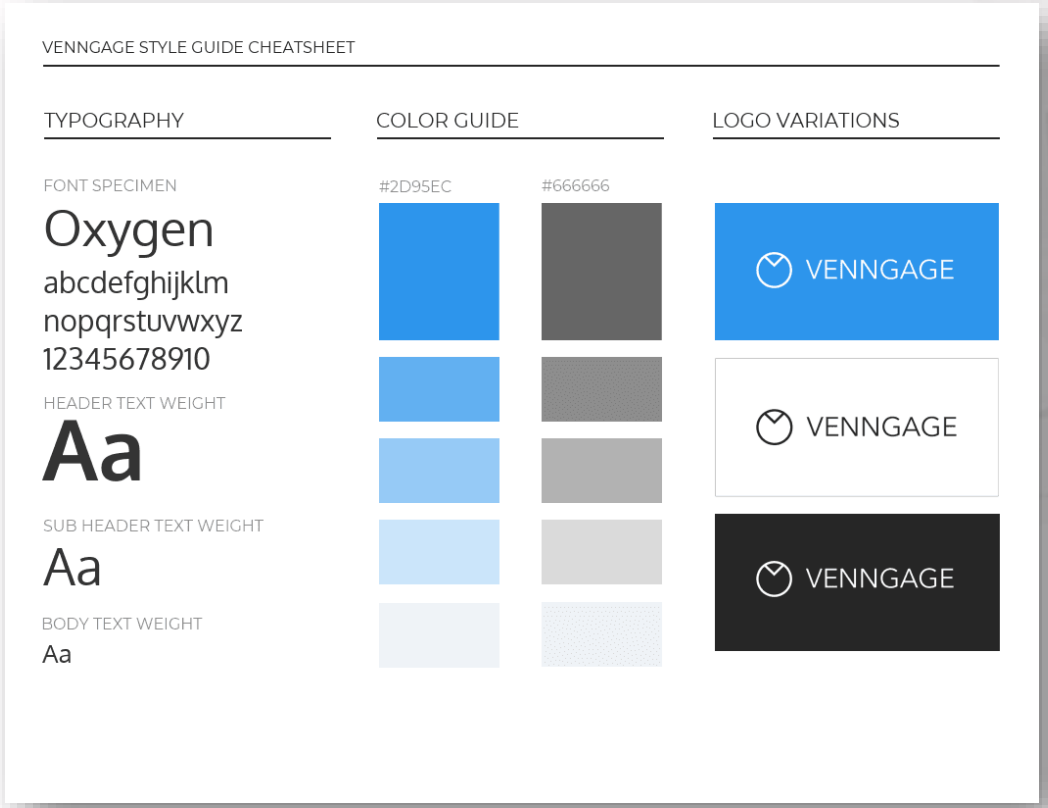
Narrative Requirement #1

Do

Have a strong presence in multiple avenues



Website Strategy

- Present a clear, branded image – build a branding package
- Link your interest form, enrollment resources
- Make your mission statement, location, and innovation clear
- Link to your social media
  - Have an event calendar with all of the community events and meetings listed
  - Keep everything up to date
  - Make it easily navigated and easy to use
  - Invest in high quality images
  - Brand consistency is key

A strong website and online presence can…

- Boost your credibility
- Connect you with applicants
- Make you more attractive to an authorizer
- Connect you to your community

Narrative Requirement #1

Don't

Mistake INTEREST for intent

INTEREST	INTENT
"That sounds like a great school! Put me on your email list"	"Yes, I will sign this letter stating that I would send my child here"
"It's a little far from me, but I'll consider it"	"My letter includes a statement that I would be willing to drive my child in order for them to receive the benefits of this school"

Narrative Requirement #2

Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Where possible, include specifics such as the types of marketing that will be used, partners who will be engaged, and the number of families who will be reached. Describe how the plan will reach a diverse group of families.

Demonstrate want/need for the school from *all* community groups

Do	Don't
Think about this from the start as a factor in your outreach	• Assume students will come once you are approved/have a location • Only take one approach that may exclude some with limited resources

Narrative Requirement #2

Don't

Only take one approach that may exclude some with limited resources

Approach	Issues
"Our meeting will be at the community center today at 3:00 PM."	• Is this an easily accessible location for all groups that you are trying to reach? • Is 3:00 in the afternoon the best time to host a meeting for potential parents, who may have to work?
"Our Zoom meeting will be held tonight at 6:00 – visit our Facebook page for the link."	• How do you know that everyone interested in your school has a computer, Internet, etc. to connect to the virtual meeting?

Narrative Requirement #3

Discuss the type(s) of outreach the charter committee has conducted thus far to make the student population and their families aware of the proposed charter school and the outcomes of this outreach.

It is a state requirement to notify the legislators and superintendent that the charter school is being formed in their district.

Narrative Requirement #4

Provide information on community members, parents, and leaders who publicly support the proposed school and their role in the development of the school and application.

Suggested formats:

- Supporters can write and sign their own letters
- They can sign a stock letter that is drafted by the school

Don't

List a name if you don't want us to reach out to them

Narrative Requirement #5

Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening. If applicable, provide evidence of engagement such as letters of support or partnership agreements.

- Be sure to include something that lets us know not only that the community wants the school, but also how they have been involved in the development of the school and the charter.
- Some groups that might be able to provide feedback: advisory councils, PTO's, your community partners

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Narrative Requirement #6

Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described previously). Describe the plan for building family/school partnerships to strengthen support for learning and encourage parental, student, and community involvement. Describe any opportunities and/or expectations for ongoing parent, student, and community involvement.

Lots of applicants forget to include this section!

Don't

When considering parent expectations, don't forget about those who might not have the resources to meet those expectations: time, money, etc.

Narrative Requirement #6

Discuss the type(s) of outreach the charter committee has conducted thus far to make the student population and their families aware of the proposed charter school and the outcomes of this outreach.

WHO TO REACH OUT TO

- LOCAL LEGISLATIVE OR COUNCIL REPRESENTATIVES
- LOCAL CHURCHES
- LOCAL LIBRARIES
- LOCAL FEEDER SCHOOLS (E.G. PRESCHOOLS IF YOU'RE ELEMENTARY
- LOCAL RADIO AND MEDIA OUTLETS
- SOCIAL MEDIA

EVENTS TO ATTEND

- FAIRS, CARNIVALS, CONCERTS, FOOD FESTIVALS, AND OTHER COMMUNITY EVENTS
- COMMUNITY OR CHURCH MEETINGS

Narrative Requirement #7

Describe any partnerships the school will have with community organizations, business, or other educational institutions. Specify the nature, purpose, terms and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

Do	Don't
Include an MOU or letter of support	Just include vendors– these can include community partnerships with other schools, community organizations, etc.

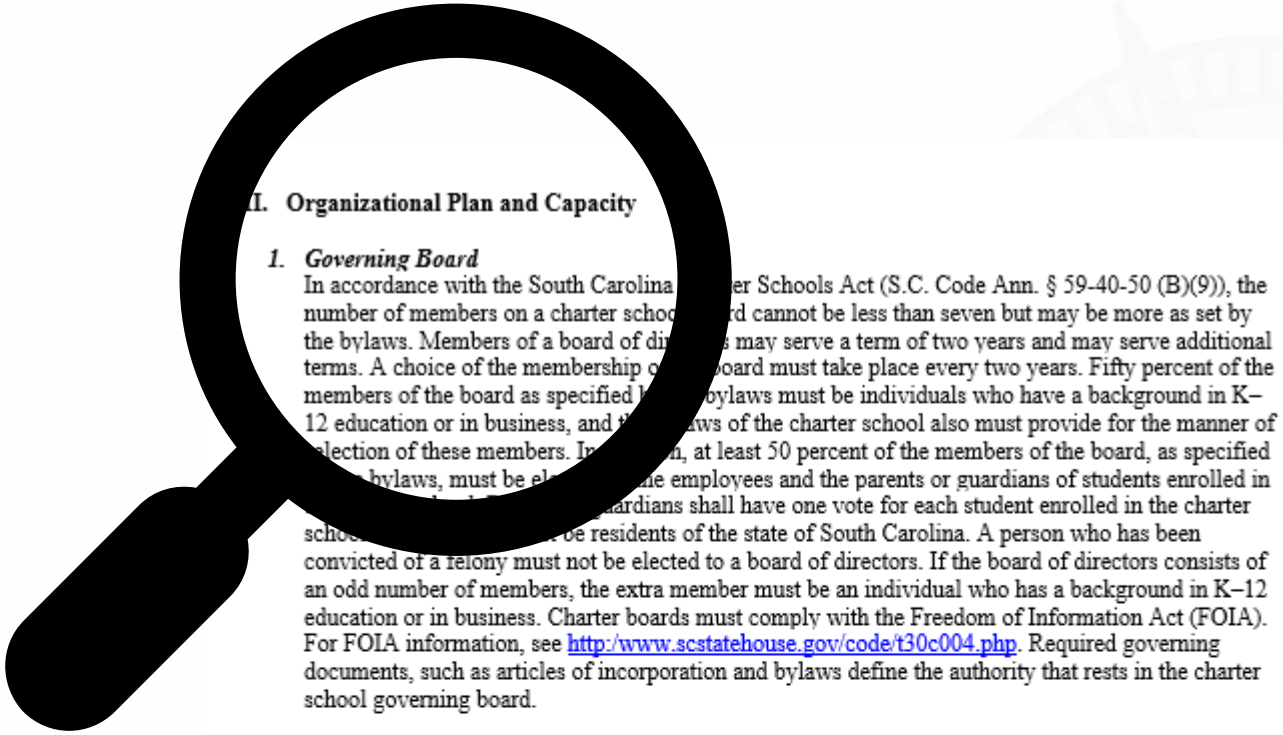
Narrative Requirement #8

If you are a private school, describe the need/evidence in the community to support converting to a charter school.

Do:

Know where you fit – there is a difference in statute between charter and private schools

Where We Are



II. Organizational Plan and Capacity

1. ***Governing Board***

In accordance with the South Carolina ...er Schools Act (S.C. Code Ann. § 59-40-50 (B)(9)), the number of members on a charter scho... ...rd cannot be less than seven but may be more as set by the bylaws. Members of a board of di... ...s may serve a term of two years and may serve additional terms. A choice of the membership o... ...oard must take place every two years. Fifty percent of the members of the board as specified ... ...bylaws must be individuals who have a background in K–12 education or in business, and t... ...ws of the charter school also must provide for the manner of election of these members. In ...n, at least 50 percent of the members of the board, as specified ... bylaws, must be el... ...e employees and the parents or guardians of students enrolled in ... ...ardians shall have one vote for each student enrolled in the charter scho... ...be residents of the state of South Carolina. A person who has been convicted of a felony must not be elected to a board of directors. If the board of directors consists of an odd number of members, the extra member must be an individual who has a background in K–12 education or in business. Charter boards must comply with the Freedom of Information Act (FOIA). For FOIA information, see http:/www.scstatehouse.gov/code/t30c004.php. Required governing documents, such as articles of incorporation and bylaws define the authority that rests in the charter school governing board.

The charter school application must show evidence that the school has filed articles of incorporation with the Secretary of State. The articles and bylaws define the authority that rests in the charter school governing board and, in essence, "who holds the charter."

Narrative Requirements:

1. Identify the key members of the founding group/planning committee. Key members are individuals who will play a substantial and ongoing role in the school's development, governance and/or operation, and thus will share responsibility for the school's outcomes. Provide a brief biography of each member, highlighting what experience they will bring to the proposed school and any leadership experience and credentials.
2. Describe how and why the founding group/planning committee decided to form a school in South Carolina.
3. Describe the model or philosophy of governance that will guide the board (*the identified*

Charter Application Narrative Content Section II, Part 1– Governing Board

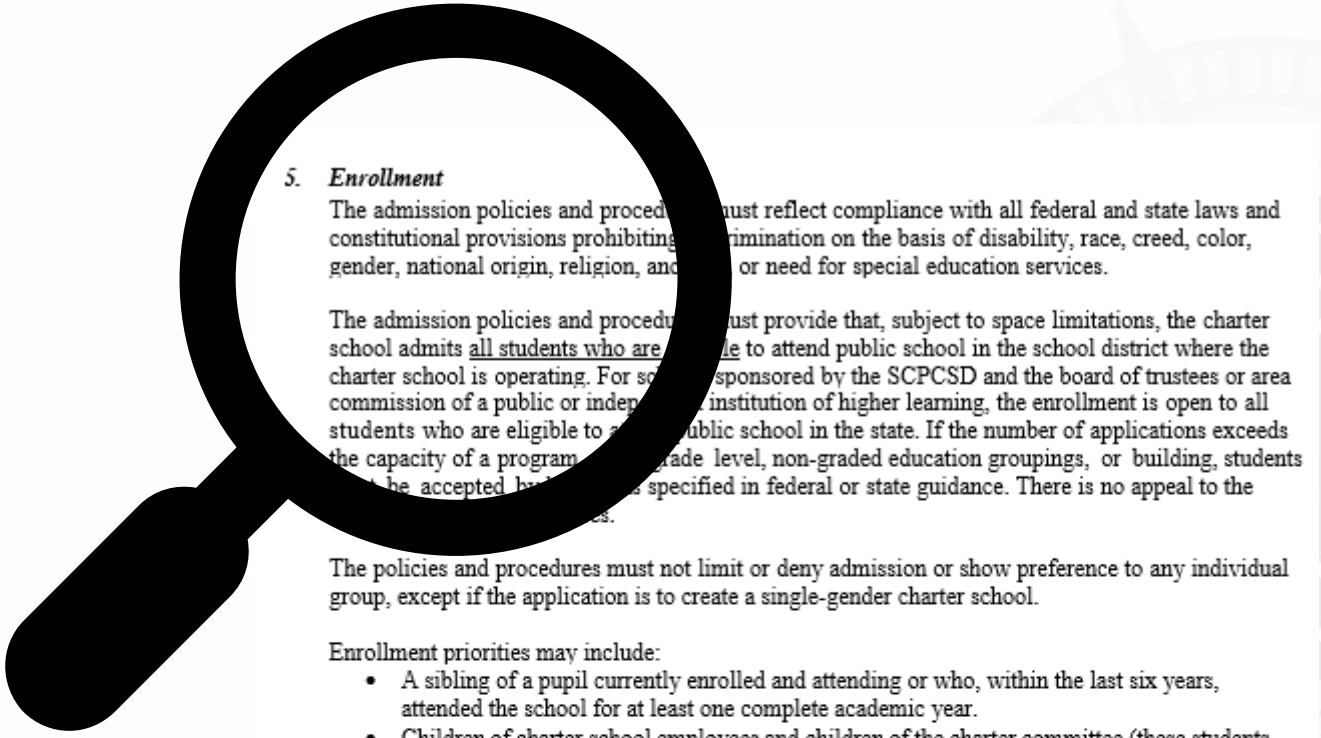
Narrative Requirement #6

Lots of applicants forget to include this section!

Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe:

a. Its current and/or planned composition and the strategy for achieving that composition; and
b. The role of parents, students, and teachers, as applicable, and community members.

Where We Are



5. ***Enrollment***

The admission policies and proced[ust reflect compliance with all federal and state laws and constitutional provisions prohibiting [rimination on the basis of disability, race, creed, color, gender, national origin, religion, and [or need for special education services.

The admission policies and procedu[ust provide that, subject to space limitations, the charter school admits all students who are [le to attend public school in the school district where the charter school is operating. For sc[sponsored by the SCPCSD and the board of trustees or area commission of a public or indep[institution of higher learning, the enrollment is open to all students who are eligible to [ublic school in the state. If the number of applications exceeds the capacity of a program [rade level, non-graded education groupings, or building, students [be accepted by [specified in federal or state guidance. There is no appeal to the [s.

The policies and procedures must not limit or deny admission or show preference to any individual group, except if the application is to create a single-gender charter school.

Enrollment priorities may include:

- A sibling of a pupil currently enrolled and attending or who, within the last six years, attended the school for at least one complete academic year.
- Children of charter school employees and children of the charter committee (these students may not exceed 20 percent of the enrollment of the charter school).
- For a public conversion school, admission priority must be given to all students enrolled in the school prior to the conversion and those that live in the attendance zone in future years.
- In the case of a charter school designated as an Alternative Education Campus, pursuant to (S.C. Code Ann. § 59-40-111), mission-aligned preference may be given to educationally disadvantaged students as specifically defined in their charter and charter contract approved by their sponsor and as allowed by the ESSA.

Policies and procedures must include provisions to grant or deny permission for students to attend the charter school if they reside in a school district other than the one where the charter school is located. This is not applicable to schools sponsored by the SCPCSD or the board of trustees or area commission of a public or independent institution of higher learning.

Charter Application Narrative Content Section II, Part 5 – Enrollment

Narrative Requirement #6

Racial composition element – 20% rule

Describe the recruitment strategies that will be utilized. Provide a rationale for each one.

Do:

Remember the difference between interest and intent, and include parameters that show the methods for boosting both

APPLICATION LOOK FOR'S

- DEMONSTRATED UNDERSTANDING OF CURRENT LEVELS OF PERFORMANCE WITH THE TARGET POPULATION
- DEMONSTRATED UNDERSTANDING OF CURRENT SCHOOL OPTIONS FOR THE TARGET POPULATION
- LETTERS OF SUPPORT (FROM COMMUNITY MEMBERS OR ORGANIZATIONS)
- LETTERS OF INTEREST (FROM PROSPECTIVE STUDENTS/FAMILIES)
- PROPOSED PARTNERSHIPS (WITH FORMALIZATION WHERE POSSIBLE)

APPLICATION LOOK FOR'S

- REQUIRED NOTICES
  - -TO THE LOCAL SCHOOL DISTRICT SUPERINTENDENT
  - -TO THE LOCAL DELEGATE

- STRUCTURAL PLANS FOR RECRUITMENT AND ENROLLMENT

- STAFF OR BOARD PLANS FOR CONTINUING THESE ACTIVITIES INTO YEAR 0 AND YEAR 1

- COST CONSIDERATIONS FOR MARKETING, RECRUITMENT, MATERIALS, ETC.

- ALIGNING INFORMATION TO THE BUDGET

Contact Us

- Ashley Epperson – Communications Specialist
  - CommSpecialist@erskinecharters.org

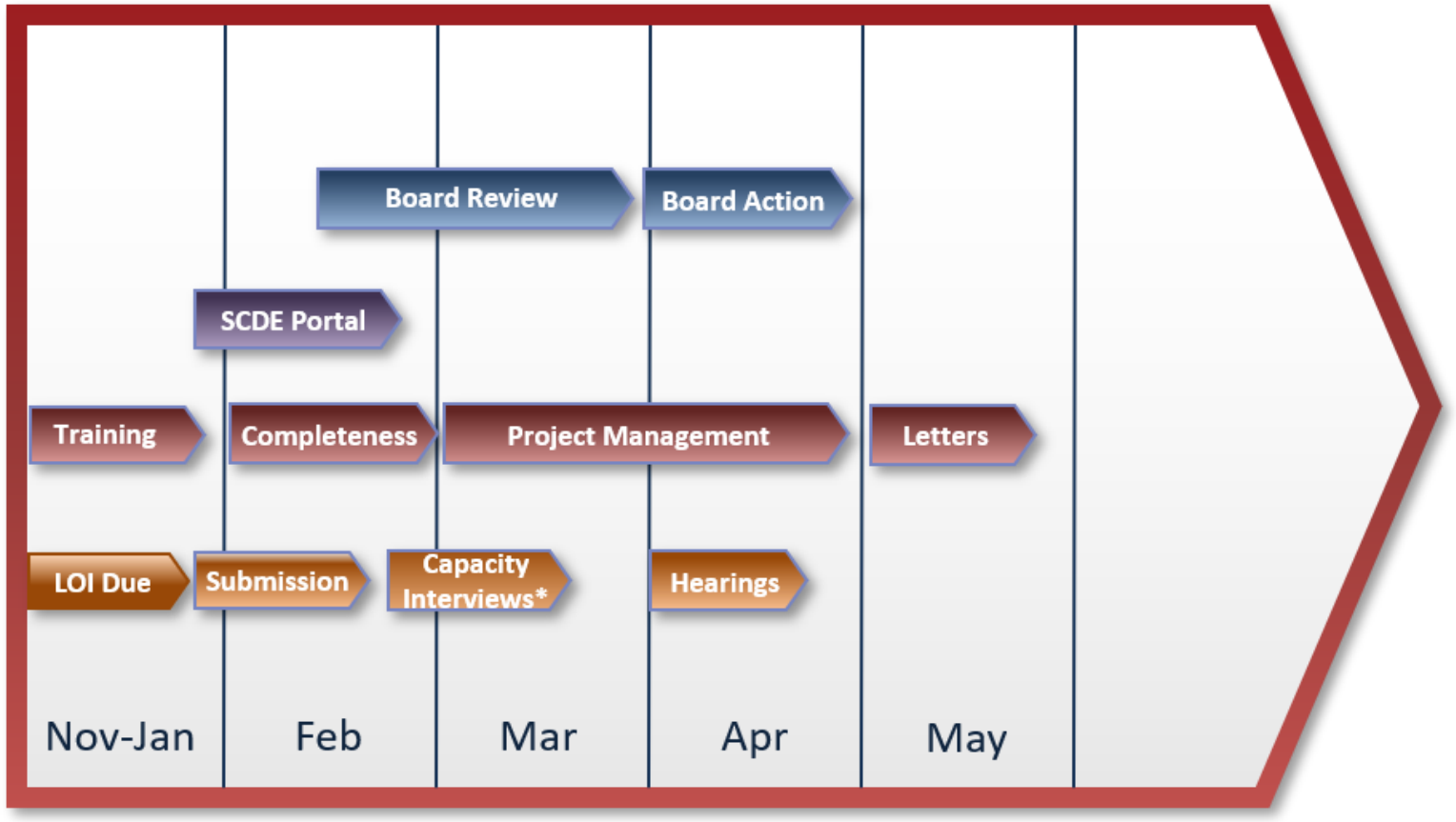
The Charter Institute at

Erskine

Process Overview
December 1, 2020

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS

What Happens Next?



Applicants

Institute Staff

SCDE

Institute Board

Discussion