

# Application: The South Carolina Preparatory Academy

Tracey Williams - scpacharter@gmail.com  
2020 Charter School Application



## Select Sponsor(s)

Completed - Jan 29 2020

Select the sponsor(s) to which the application will be submitted.

## Select Sponsor(s)

### Select Sponsor

Select the desired sponsor(s) from the list below. This should be the same sponsor(s) to whom the Letter of Intent was submitted.

### Responses Selected:

Charter Institute at Erskine



## Cover Page

Completed - Feb 1 2020

## Cover Page Form

### South Carolina Public Charter School Application

Cover Page

### Applicant Information

#### Name of Proposed Charter School

The South Carolina Preparatory Academy

#### Mailing Address (if known)

P O Box 216

**City**

Cross Hill

**State**

South Carolina

**Zip Code**

29332

**Name of Applicant Group**

The South Carolina Preparatory Academy Planning Committee

**FEIN \*(optional - if this number has not yet been assigned, leave blank)**

Federal Employer Identification Number (FEIN) or the Federal Tax Identification Number, is a unique nine-digit number assigned by the Internal Revenue Service (IRS) to business entities operating in the United States for the purposes of identification.

(No response)

**Contact Information**

Enter the name and contact information for the person to be contacted regarding this application.

**Title**

Mrs

**First Name**

Tracey

**Last Name**

Williams

**Title/Position**

Planning Committee Chairperson

**Mailing Address**

P O Box 216

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Cross Hill

**State**

South Carolina

**Zip Code**

29332

**Phone Number**

864-923-6909

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864-923-6909

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scpacharter@gmail.com

**Fax Number**

864-516-8978

**Additional Information About Proposed Charter School****Grade levels during opening year**

6-11

**Grade levels at full student matriculation**

6-12

**Executive Summary**

Completed - Feb 1 2020

*For this task, you will upload an attachment in either PDF or Word format.*

The executive summary is not to exceed **two pages, single-spaced**. This section should provide a concise overview of what the applicant wishes to achieve, who the applicant wishes to serve, and why the applicant believes it has the capacity to open and operate a high-quality school.

Describe the following:

- Begin the executive summary with a mission statement that is clear and supports the principles of the South Carolina Charter Schools Act (S.C. Code Ann. § 59-40-10 *et seq.*)
- The proposed mission (fundamental purpose) of the proposed school and how it aligns with the purpose of state charter school law outlined in § 59-40-20;
- The targeted student population and the community the school will be designed to serve, including anticipated academic and non-academic needs of the students and any non-academic challenges the school is likely to encounter;
- The key features of the educational program and why the school model will be successful in improving academic achievement for the targeted student population; and
- The founding group/planning committee - how it was formed, how it arrived at the collective decision to create a charter school in South Carolina, and why it believes it has the capacity necessary to open and oversee a high-quality charter school.
- If the applicant proposes to contract with an education management organization (EMO) or a charter management organization (CMO), identify the organization and describe why it has been selected as a partner.

## SCPA Executive Summary 1

Filename: SCPA\_Executive\_Summary\_1.31.2020.pdf Size: 57.2 kB



### I. Educational Plan and Capacity

Completed - Feb 1 2020

## I. Educational Plan and Capacity Form

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

The application must include 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. The evidence must indicate substantial support that the school will reach its first year's projected enrollment, which is critical to producing a fiscally sound budget. Evidence may include, but is not limited to, documentation of attendance and support at community meetings and survey results. If the social situation of the proposed 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. **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 or legal guardians of students enrolled in the school must be given the opportunity to vote. A conversion school must offer the same grades or non-graded education appropriate for the same ages and education levels of pupils as offered by the school immediately before conversion and may also provide additional grades and further educational offerings. The application for the school must be submitted by the principal or by his or her designee, who thus will be considered the applicant.

### Narrative Requirements

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.
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.
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.

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

## I. Educational Plan and Capacity

The South Carolina Preparatory Academy's (SCPA) mission is to provide a highly motivational and rigorous curriculum, virtual in nature and classically based to middle and high school students in South Carolina.

Through modern technology, virtual education leverages connections to provide every student, regardless of their geographical location, access to experts and high quality learning experiences. As technology improves, so does virtual education. Virtual education programs have evolved to become a tool to help close achievement gaps in high schools and colleges around the world.[1] SCPA recognizes the need for flexibility within the virtual model for many of our South Carolina families. The myriad of reasons for the need of the virtual model are too broad to fully cover in this application, though some of the top reasons include maximization of time, desire to become technology literate to prepare for future employment, fewer distractions, an optional learning environment better suited for the child, and to improve connections within the family unit.[2] Other reasons include student/family health barriers that would otherwise prevent a child from receiving a traditional education as well as religious certitudes. This application contains data the SCPA planning committee believes to be true and correct. (Appendix A) The

following pages convey the methods SCPA will utilize to deliver a superior virtual model to middle and high school aged children in our State.

## 1. Evidence of Need and Community Support

In assessing the needs within the network of charter schools in South Carolina, the SCPA planning committee studied achievement data from the virtual charter schools and found academic outcomes (according to the results released in 2019) that can be improved upon. Despite our State's aggressive efforts to move the needle in a positive academic direction for our students, the state's virtual schools face challenges that are unique to them, which make progress toward meeting the applicable standards difficult. The SPCA Planning Committee believes the innovation of pairing classical online curriculum, mandated attendance policies, with intentional mentorship partnerships can alleviate some of these challenges.

Commendable endeavors have yielded excellent academic opportunities for some South Carolina students in select areas. It is important to examine our top performing schools across the state for commonalities that could be replicated within a virtual setting to improve performance of students enrolled in online programs across the entire state. The U.S. News and World Report [3] released a list of South Carolina schools in ranking order from top to bottom. Six out of ten of our top performing schools are located in either Charleston, York, or Fort Mill. Essentially, the data reveals higher performing schools are largely segregated geographically, making it nearly impossible for thousands of children over the state to attend one of these schools. The SCPA planning committee would like to bring the program advantages of the top performing schools into the virtual setting to make equitable, quality education available to all children in South Carolina, regardless of their zip code.

SCPA's planning committee will market across all geographical regions in South Carolina for the purpose of informing all residents of the school's plan to offer educational advantages to students in areas of the state that currently lack the availability of AP and dual enrollment courses. These efforts are intended to have the student demographics mirror the demographics of the entire state. SCPA will continue to employ marketing strategies that include website advertisement, social media postings, Facebook ads, in-person information sessions, and virtual information sessions.

Among the top ranked schools in South Carolina, there are key practices that are credited with their high performance. Many of those schools have high percentages of students enrolled in Advanced Placement (AP®) courses. However, within the virtual charters, the average number of students enrolled in AP® courses is only about 4%. Three of the top ten schools in our state have a high percentage of students

participating in dual enrollment programs. Some schools have as many as 97% of their students taking and passing these courses. Among the virtual schools, the average percentage of students participating in dual enrollment is also less than 4%. Several of the top ten schools in South Carolina have high percentages of children considered to be economically disadvantaged. Two of these schools have 100% of their children falling under this label. Yet, in these schools those same children are out performing their counterparts in other areas of the state, indicating students considered to be in a lower socioeconomic group are equally capable of high performance when offered the opportunity to participate in, and are provided proper support to enroll in, AP® and dual enrollment programs. The planning committee of SCPA has determined to not only offer dual enrollment and AP® courses to our students, but to provide the needed supports for participation. High risk SCPA students will be identified through a variety of measures. Targeted students will be provided mentor support to help develop time management and study skills, along with the self-confidence needed to be successful in dual enrollment and/or AP® coursework. The same mentor will be assigned to the students throughout their enrollment with SCPA and serve as an encourager and motivator for these students. The longevity of their assignment will foster authentic relationships and form connections that will improve the students' opportunities for success.

The formation of SCPA in no way negates the leadership and faculty efforts of the district as they continue to make strides in progressing education in each school. However, the Committee cannot overlook the challenges and areas for needed improvement that are apparent in our state test data. The committee has notified the appropriate local school boards of its intention to form a virtual charter. (Appendix B) Based on the school performance report cards released in 2019 [4] for virtual and state schools in South Carolina, and the enrollment numbers for virtual schools, it is clear that a quality, higher performing virtual classical offering is critically needed for the students and families of South Carolina. For 2019, 100% of the virtual schools in South Carolina scored below the state average in mathematics at both the middle and high school levels. While only 33% of the virtuals scored below the state average in ELA at the middle school level, the number climbed to an astonishing 80% at the high school level; leaving only 20% of the virtual high school students performing at a level equal to or higher than the state average. The SCPA planning committee has determined these results deserve our targeted attention and an intentional intervention plan in order to produce increased student accountability and improved performance results. Students who score at risk according to our analysis tool will have mandatory interventions and supports Put in place. The supports will include mandated attendance to synchronous sessions (live classes, occurring in real time) and intervention sessions and an assigned mentor. The mandatory attendance requirements and mentor program will begin to close the achievement gap between underperforming groups of students and their peers. SCPA's program will increase participation of traditionally underperforming groups in dual enrollment and AP courses. All

middle and high school students of South Carolina deserve an opportunity to be part of a challenging virtual experience.

By nature, virtual schools provide daily opportunities for parental interaction and involvement as communication between the parents and the teachers is imperative for the success of the student, and happens organically on most days. Our parents will have contact information to reach our teachers and can communicate with them daily. Our teachers will follow the SCPA policies to return calls and emails within one business day of receiving them. As parents are the on-site 'eye' for our teachers, they are expected to notify the appropriate SCPA staff of all special circumstances involving their child such as illness, family travel, etc.

Upon enrollment of students, the parents are required to participate in a virtual Canvas training to learn about the tools made available to them and how to navigate the Canvas Learning Management System (LMS). SCPA has selected the Canvas LMS because it is user friendly and accurate. It is currently used by institutions such as Clemson and Stanford Universities. Canvas provides a broad scope of resources to support virtual learning. PowerSchool and most educational programs and web-based curricula integrate directly with Canvas. Parents will also have access to their child's synchronous sessions as well as all intervention sessions. SCPA teachers will keep office hours. These times are made available for both students and parents to foster opportunities for transparent communication. Families will have 24/7 access to their child's coursework and up-to-date classroom discussions through Canvas and grades through PowerSchool.

The school will invite parents to be a part of the South Carolina Preparatory Academy Parent Association (SCPAPA). This parent-led organization will serve as the voice of the parents for the school. Through the SCPAPA, parents will have representation to voice concerns to the school representatives. Through SCPAPA, parents may become involved in the advancement of the school and serve in future community outreach opportunities, such as open houses. SCPAPA volunteers may also help coordinate in-person events such as bringing motivational speakers to our student body as part of our mentorship program.

Beginning in the second year, families can apply to be a partner family. Partner families will provide support to new families enrolled in SCPA. When possible, these families will be assigned to others who reside close by each other to better serve students as we strive to unite our school family and cultivate healthy connections and relationships within our student body.

In addition to the parent involvement plan, the school will employ a mentor liaison who will form and manage partnerships with third-party mentoring organizations across the state to serve our students,

especially those at risk of failure. Our partners will focus on our most vulnerable population to ensure they reach their maximum academic potential and overcome all barriers to learning. For students that are unable to participate in third-party programs, SCPA will endeavor to provide them with volunteer mentors through our online capabilities. Our guidance counselor will focus heavily on ensuring post graduate opportunities are shared and encouraged. The guidance counselor will collaborate with the mentor liaison to support our students until they reach their own maximum potential for success.

Upon enrollment, all parents will be asked to complete a Risk Analysis as part of our enrollment packet. Students will be given the opportunity to participate in our mentor program. The Risk Analysis will serve as our assessment of the following factors including:

- Poverty
- Divorce/Single Parent
- Academically behind one or more grade level
- Having at least one parent that did not graduate from high school
- Disability within the family unit
- Identification as having a learning disability
- Minority status
- Chronic medical condition
- Experience of abuse and/or neglect
- Mental illness diagnosis
- Anxiety disorder diagnosis
- Experienced depression
- Experienced substance abuse
- Student is a parent
- Poor social skills
- Negative peer influence/experiences (bullying/cyberbullying)
- No involvement in extracurricular activities

The school's guidance counselor will review these risk analysis documents to determine the best approach to address the risk factors of the student. The counselor will determine whether to schedule a meeting with the parent (or guardian) to discuss the student's potential benefit in a mentor connection.

According to [visionrealization.com](http://visionrealization.com), [5] formerly at risk students who exhibit resilience have:

- An easy temperament

- Independence, autonomy, and self control
- Good communication/social skills
- Good problem-solving skills
- A positive self concept
- Good school achievement
- Moderate intelligence
- At least one positive caregiver
- A sense of future (hope)
- Motivation to achieve
- Positive peer influence
- Positive family connectedness
- Positive school connectedness
- A mentor (At least one person who will be a positive role model and base of support.)
- A sense of community
- A religious or social community of the parents choice
- A safe, enjoyable activities

Research shows a school based mentor program that focus on relationships and the building of soft skills, rather than scholastic tutoring will produce academic growth. SCPA’s mentors will be trained to build relationships and help students develop “soft” skills that will help them be successful in their future endeavors.[6]

Our mentor program will implement policies that provide an orderly climate, social support, clear expectations, opportunities for students to take responsibility, and active student involvement in the learning process. Research by Vision Realization has shown that schools engaged in these policies develop resilience in students so that they can overcome any risk factors they have experienced.

Currently, there is not a state-wide mentor program in South Carolina that serves students before they reach a crisis. There is a great need for more mentor programs in our state to help children avoid detrimental results from adverse circumstances. Forty percent of South Carolina students are living in poverty. This high number of students with a single risk factor of poverty demonstrates the need for more mentor programs in our state. Currently, no other virtual school and very few traditional schools offer a widespread mentor program for their students. This missed opportunity across our state is neglect. Implementation of our mentor program could reverse the negative outcome of generational bonds due to poverty for our students.

Resources have been expended to launch the educational social media campaign as an ongoing effort, through email, community meetings, and other outreach methods to inform and engage students, parents, and community members during our entire implementation process. To date, SCPA has received 293 indications of interest, which substantially supports that the school will potentially reach its enrollment goal for year one. (Appendix C) These numbers support the proposed budget as fiscally sound and viable. SCPA will continue marketing efforts in the coming months and will provide updated progress at its hearing. Each outreach platform provides a variety of ways to not only build, demand and strengthen support for implementation, but to engage the community every step of the way.

Some of the largest South Carolina employers, including Eastern Industrial Supply Company, Renfro Industrial Supply, Sage Automotive, and Tri-County Technical College have written letters in support of SCPA. These companies represent a combined workforce of over 6,000 employees and billions of dollars of investment in the state. In addition, a congressional letter of support has been written and signed by Senator Lindsey Graham, Senator Tim Scott, Representative Jeff Duncan, and Representative William Timmons. (Appendix C)

1 <https://www.vhslearning.org/virtual-education-future-k-12-students>

2 <https://blog.connectionsacademy.com/five-main-benefits-of-online-school/>

3 <https://www.usnews.com/education/best-high-schools/south-carolina>

4 <https://screportcards.ed.sc.gov/>

5 <http://www.visionrealization.com/>

6 [https://www.mdrc.org/sites/default/files/School-Based%20Mentoring\\_Programs.pdf](https://www.mdrc.org/sites/default/files/School-Based%20Mentoring_Programs.pdf)

## **2. Curriculum and Instructional Model**

The charter school's educational program must include how it will meet or exceed the academic performance standards and expectations, including academic standards adopted by the State Board of Education and how the instructional design, learning environment, class size and structure, curriculum, and teaching methods enable each pupil to achieve these standards per S.C. Code Ann. § 59-40-60 (F)(5).

There should be a research basis for selecting a particular curriculum. In addition to obtaining information from the publisher, research is available online at ERIC (<http://www.eric.ed.gov>) and the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>). The research should support using the curriculum with the student body th

at the proposed school will

likely attract, and benchmark assessments should be chosen to align with the curriculum.

All core content areas plus supplemental or elective areas should be described. If certain characteristics of the school culture are critical to the overall educational program (i.e., small school size, character education, and high expectations), the research basis should thoroughly support the unique educational program design.

Charter schools must provide evidence of increased student academic achievement for all groups of students described in Section 1005(2)(B)(xi) of the Every Student Succeeds Act (ESSA). Sponsors must use increases in student academic achievement for all students described in ESSA as the most important factor when determining to renew or revoke a school's charter. Sponsors and charters must enter a contractual agreement that student performance of all students described in ESEA is the most important factor when determining to renew or revoke a school's charter.

If the proposed charter school will serve high school grades, the charter school must offer a high school diploma program, which includes offering a course of study that will lead to the issuance of the state high school diploma. The proposed charter school's program must meet the state's requirements for the high school diploma, including, but not limited to, course unit requirements, seat time for Carnegie units, as applicable, and administration of the required examinations. Charter schools may provide a plan for providing proficiency credit in lieu of meeting the seat-time requirements for Carnegie units. *See Reg. 43-234.* Schools that wish to offer a proficiency-based system must submit a plan that provides procedures for establishing and developing a proficiency-based system, including the method for determining proficiency. Schools are accountable for making sure that the academic standards and the individual learning needs of the students are addressed. **Charter schools may not offer GED preparation programs as they do not meet the state requirements for a high school diploma program.**

If the proposed charter will be virtual or will be a blended model, the application must describe how the charter school will comply with the legislative requirement that 25 percent of instruction will be delivered in "real time" (or regular instructional opportunities) and how much teacher interaction students will receive within the online instruction. The application must describe the process for curriculum alignment with the state standards, including a timeline. At least one course per grade level should be "live,"

meaning it can be previewed by the SCDE for curriculum alignment; so, a description of the portal and how it works must be included in the narrative. Lastly, the school must describe how it will comply with teacher requirements in S.C. Code Ann. § 59-40-50.

If the charter school is contracting with an external company for online curriculum delivery, the application must describe the company's history in the field of virtual education and its success.

After approval of the charter school application, virtual schools must submit their courses for review in accordance with 2 S.C. Code Ann. Regs. 43-601. Note: the 2013 amendments to S.C. Code Ann. Regs. 43-601 transferred the responsibility for course approval to the sponsor.

### **a) Instructional Model**

- 1. Provide an introduction and summary of the educational program to include an overview of the curriculum and instructional design**, the guiding educational philosophy, and how the educational program aligns to the mission of the school; included should also be an explanation of how the education program will improve student learning. Be sure to address any non-negotiable elements of the school model, including any distinctive learning or teaching techniques to be used. Briefly describe the evidence that promises success for this program with the anticipated student population.
2. A description of how the educational program is research-based and data-driven including why the selected curriculum was chosen for the anticipated population of students.
3. An explanation of how the charter school will meet or exceed the academic performance standards and expectations, including how the school will ensure alignment with the academic standards adopted by the State Board of Education.
4. Describe the methods, systems, **and development teachers will have available for adapting the curriculum and instruction to meet the needs of all students**. Describe the school's Response to Intervention (RtI) plan and what specific social-emotional and academic supports teachers will use to support students, including students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and iv) requiring English learners (ELLs) services.
5. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting grade level or graduation requirements.
6. High school grades, if applicable: describe how the school will meet the state's graduation (exit) requirements. Explain how students will earn credit hours, how grade-point averages will be

calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed state and district standards, explain the additional requirements.

#### **7. Additional Requirements for Replication Schools:**

- Describe any changes in instructional methodology and strategies in your new school. Why are these changes being implemented? How will you know if they create the intended impacts and create rigorous instruction?
- Explain the organization’s approach to replicating and implementing the curriculum and instructional design among multiple schools.
- How will you ensure the fidelity and consistency of your instructional methodology and strategies across sites?

## 2. Curriculum and Instructional Model

### a. Instructional Model

The SCPA Planning Committee believes student learning can be enhanced through the implementation of the well-documented and well-researched academic program known as Carnegie Learning. SCPA will use Carnegie Learning (CL) curriculum currently listed on the State Adopted Instructional Materials Available for South Carolina High School Credential (SCHSC) Courses for both math and English Language Arts (ELA) instruction. The ELA program is formerly known as EMC Corporation and was recently purchased by Carnegie Learning. According to an article on Edreports.org [7] released on October 2, 2019, Carnegie Learning Math Solution Traditional has been awarded the highest combined scores of any 6th through 12th grade blended math curriculum currently offered. This prestigious honor is earned in the areas of state standard alignment and usability. CL’s Artificial Intelligence (AI) app design, MATHia, has been named the “Best Artificial Intelligence/Machine Learning App” four times. MATHia provides ‘LiveLab’ for teachers to assist them as they guide their students in real-time and enable them to give additional focus to the areas of need during instruction. CL’s high quality mathematical program, when properly implemented with fidelity, supports the development of creative problem solvers and critical thinkers. CL is fully integrated into Passport, an innovative digital learning environment immersing students in the curriculum and making content available to them at any time and at any place. CL provides additional reading support through an extensive library of guided, directed and independent selections. Passport is an interactive platform from CL containing readers, videos, projects and assessment tasks to support student performance and increase students’ comprehension in both ELA and math and fully integrates into our LMS, Canvas. Supplemental curricula, such as Edmentum will be used to meet all South Carolina standards in science and social studies.

Through Canvas, our students will have their own Google Suite within the school's portal to house assignments. Carnegie Learning and Edmentum fully integrate with Canvas providing a single login for our students and parents to access their entire education program in one portal. This integration allows our teachers to easily align all instruction and assignments directly with South Carolina State Standards, allowing more time for personal and direct instruction with our students.

Dr. E.D. Hirsh said, "To become a good comprehender, a child needs a great deal of knowledge." Knowledge [8] is the greatest source of inequity. Without an understanding of basic vocabulary and background knowledge, we cannot be contenders in the global society. A true classical curriculum suited for a virtual school is not commercially mass marketed and available for purchase. Therefore, SCPA will integrate classical literature from the Core Knowledge sequence, such as the Realms of Gold 3-volume anthology collection, into the Carnegie Learning and Edmentum curricula to open a world-perspective of understanding and produce students who are culturally literate. Through this exposure, they will also be able to understand, as well as use academic vocabulary with the formal grammar of the English language in various cultural settings. Realms of Gold includes shorter literary works such as poems, stories, essays, speeches, and autobiographical excerpts specified in the Core Knowledge Sequence for English in grades 6-8. Short works by various important historical writers including Shakespeare, Poe and Gandhi that support the development of cultural literacy are found in the anthology. Key speeches from the 20th century are included in volumes two and three, making Realms of Gold the ideal classical text to integrate into our classical history instructional program. Cultural Literacy is important both to individuals as well as the society we live in because it helps to develop communication and self-reflection skills. [9] Classical works, including Famous Men of Greece, The Trojan War, Horatius at the Bridge, The Iliad and The Odyssey, and The Book of Ancient Romans will be incorporated, as appropriate, into the SCPA curriculum. These, and other classically-based great book selections, along with our curriculum, will foster analytical thinkers with remarkable oral and written communication skills. These skills will transition with them into institutions of higher learning and career-oriented positions. The development of the skills required to master these demanding disciplines advances students that read, think and learn with order, depth, and complexity beyond the educational environment into the modern marketplace.

This classical integration of curriculum approach is utilized by some of the most successful traditional middle and high schools in America that have adopted some of the same programmatic features as SCPA. Schools such as Walnut Hills High School in Cincinnati, Ohio (the number one school in Ohio [10]), Boston Latin School (the number one school in Massachusetts [11]), and Nova Classical Academy Charter School in St. Paul, Minnesota (the number one school in Minnesota) all incorporate classical concepts into their academic program. Thomas Jefferson Classical Academy (ranked 7th in North Carolina [12]) is also an award-winning, classical public charter school that piloted the original implementation of Core

Knowledge into their school's curriculum. The broad base of content knowledge found in classical literature make aligning these texts to the individual state standards for social studies rather simple. Content found within classical literature provides supplementary support for a broader, deeper dive into state standards. SCPA will bring this highly successful classical approach into the virtual educational model.

SCPA realizes that all children have varied needs and abilities. All general education children enrolled at SCPA will be considered as Tier I and receive quality instruction from appropriately certified individuals. At Tier I, students are screened through a variety of methods, including formative assessments within the curriculum and NWEA MAP, or other nationally normed measurement. These results are analyzed by the teachers and reviewed during their Professional Learning Community (PLC) meetings. Students will track their own data in their personalized digital data notebook. The student and their parent (or guardian) will be informed of the data points and personal academic goals. All students receive differentiated instruction along with the student Response to Intervention (RTI) and support plans at Tier I.

If student and staff efforts show little to no progress at tier I, teachers will determine which mandatory interventions are appropriate to support regular lessons in the general education virtual classroom and place the child on tier II of the RTI process. At tier II, parents are notified of the additional intervention and support plan implemented for their child. Additional academic support could come from another instructor within the SCPA team. Interventions will be documented and charted to determine effectiveness. If adequate progress is made towards closing the achievement gap, the child will continue at tier II as long as progress continues.

If, after a minimum of six weeks of targeted interventions it is determined that the child is not showing adequate progress towards goals of mastery, a team of educators will meet with parents (or guardians) to determine next steps and move toward tier III, which includes testing and possible placement into the Special Education program. At this point, parents (or guardians) will receive a copy of procedural safeguards to ensure their awareness of the process of placement, as well as their rights during the process. SCPA will obtain parental consent prior to an initial evaluation through an evaluation-planning meeting as explained in section 1.3 in this application.

SCPA will also contract as needed to provide English Language Learners (ELL) services for students who are determined eligible via state-approved screening assessments. Additionally, students considered homeless by definition or who have a family member serving in the military may need additional support services. In these cases, SCPA assures these supports will be added to meet the needs of the children we serve.

SCPA will identify intellectually gifted and talented (GT) students through information provided, such as standardized test scores at their initial enrollment. Ongoing assessments will further identify students who qualify for an accelerated course program. Teachers will work closely with the school's GT program coordinator and parents to identify and develop individualized plans to meet the needs of academically and intellectually gifted students. In particular teachers will:

1. Work with identified GT students with accelerated activities and/or courses.
2. Monitor GT students through their coursework with ongoing formative and summative assessments.

Students will earn high school credit hours through attendance and completion of assignments. Once graded, their scores are calculated into a 10-point rating scale to create a Grade Point Average (GPA). The 10 Point Grading Scale found in Appendix G shows how students at SCPA can track the GPA.

Each student's transcript will reflect the course code with the numerical and letter grade they receive according to their work in each course. The cumulative GPA, based on South Carolina 10-point grading scale, will also be included on the student's transcript and found in PowerSchool for completed and historically stored course work. SCPA will comply with all graduation requirements of the State of South Carolina. See Appendix G for graduation credit requirements.

7 <https://www.edreports.org/reports/detail/carnegie-learning-math-solution-traditional-2018->

8 <https://www.aft.org/periodical/american-educator/spring-2006/building-knowledge>

9 [https://www.westersydney.edu.au/studysmart/home/cultural\\_literacy/Why\\_is\\_culturalliteracy\\_important](https://www.westersydney.edu.au/studysmart/home/cultural_literacy/Why_is_culturalliteracy_important)

10 <https://www.cincinnati.com/story/news/education/2018/05/09/walnut-hills-school-number-one-state/590321002/>

11 <https://www.usnews.com/education/best-high-schools/massachusetts/districts/boston-public-schools/boston-latin-school-9285>

12 <https://www.usnews.com/education/best-high-schools/north-carolina/districts/thomas-jefferson-classical-academy/thomas-jefferson-class-academy-1425>

## **b) Educational Structure**

8. A description of any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
9. The proposed charter school's grade levels 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) to be served at build-out, the grade levels non-graded education groupings upon opening, and the growth plan (if the school does not plan to initially open with all grade levels non-graded education groupings).

10. The size of the school at full capacity, including the number of classes per grade level and the number of students per class.
11. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
12. Describe the structure of the school day and school week for each division. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Provide the minimum number of hours/minutes per day and per week that the school will devote to academic instruction in each grade. **As appendix item F, include the school calendar and daily schedule for the Academic year for each division of the proposed school.**
13. Explain 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.
14. A brief description of the average school day for a prospective student. How would their experience set itself apart from the average school day at nearby schools?
15. A description of the teacher lesson planning process. What planning tools will teachers use to prepare lessons?
16. Describe a typical day for a teacher of a grade that will be served in the first year of operation. If, particularly for a virtual or alternative school, a “typical” day will vary widely, also explain the boundaries of that variation.

#### b. Educational Structure

SCPA will open with 100 students in grades 6 through 11. In our second year, we will welcome our first senior class. At build out, our school will enroll just over 1,000 students statewide in grades 6-12. Our intentionally smaller start up plan will enable the staff of SCPA to create a virtual school-family atmosphere, where each student is known by their name. It will also allow the teachers the opportunity to learn the children’s behaviors and foster routines to support their needs. The class sizes at SCPA will depend on the course. As we grow, math and English courses will continue to have fewer students than science and social studies courses to ensure proper attention is provided by the teachers for each student individually. Elective courses may have a larger number of students.

SCPA has purchased instructional materials needed through Carnegie Learning for the success of our teachers and students. Teachers will build assignments into instructional units made specifically and personally for each class from our purchased curriculum and resources. In addition to required coursework within our instructional units, students needing enrichment will have supplemental assignments to meet their needs. In contrast, students needing additional support and practice will be assigned leveled work along with additional intervention and support provided from the teacher. When appropriate for intervention or enrichment, students may work in virtual groups on particular projects, presentations or assignments. Teachers may customize instructional plans to individual students and groups of students. Methods of instructional delivery may vary to provide multiple modalities for our students. These may include synchronous sessions, teacher-recorded instructional videos available 24 hours a day to our students, and scheduled individual or small group tutoring and sessions. To further meet the needs of our students, additional support can be provided via phone or email.

SCPA's students will range from largely independent learners to learners who need structured guidance in order to be successful. Our virtual program opportunities combined with our student support system will seek to minimize barriers that prevent our students from being prepared for future leadership. While traditional schools are bound by a school day schedule, our virtual program and learning environment lends itself to a more personalized approach for each student. The virtual instructional design allows opportunities for students to be independent and take ownership of their learning. Families will provide their student(s) physical learning environment based on the child's individual needs, while SCPA will provide a personalized, high quality virtual learning experience. This customized partnership approach is realized through a flexible school day, intervention supports and an appropriate mentor partnership. Students are able to take full advantage of synchronous and asynchronous (recorded earlier and available online) instruction. Also, teachers will hold set office hours to be available for their students and provide additional support as needed. SCPA offers unique support features of the mentor partnership program other virtual models have not yet provided for the students of South Carolina.

Rigorous policies for student success will be implemented from the first day of school. Student attendance and mastery of core content coursework is essential for their success. Students who are not meeting attendance requirements and are behind in their coursework, or are failing ELA or math must attend all synchronous sessions in the course in which they are failing or are behind, as well as the assigned intervention sessions of that instructor. Students who fail their ELA or math courses may be required to participate in our credit recovery program. Credit recovery allows a child to earn credit for a course previously taken, but not passed.

SCPA will conduct assessments at the beginning of the school year to determine readiness levels of the

students we serve. A nationally normed test, such as NWEA MAP will allow the SCPA staff to determine if a child is significantly behind. Students who score more than 1 full year behind on this test or on their latest report card, are required to attend all synchronous sessions and their assigned intervention sessions. Our 3-tiered intervention support program adds to the strength of SCPA. Interventions and tutoring sessions are included in the master schedule to offer students a wide range of support opportunities. All students who are identified as having a learning disability are required to attend all special education synchronous sessions and meet with their special education teacher as outlined in their IEP.

SCPA will implement multiple levels of support for those students who we determine are at risk for failure. One vital component of our support structure will be our third-party mentoring partnerships. Our mentors will be trained to maximize the effectiveness of their mentor-student relationships. Programs such as the one offered by the National Research Mentoring Network provide evidence based classes to train mentors to become problem solving resources for the student through an interactive, evidence based approach [13]. Our mentors will focus on maintaining effective communication and understanding of the individual needs of their students, aligning expectations for success with the student's course work, and addressing needs to provide equity in their educational experience all while fostering independence to promote the social, emotional and academic development of each student. All mentors will work directly with our Mentor Liaison, who will work directly with the school's guidance counselor to ensure all efforts are given to the success of each child.

Middle school students (grades 6-8) are required to spend 25 hours per week on their course work. They receive their assignments each week by Monday morning and they are to be completed by Sunday evening. Students will be given approximately 5 hours of work per week in each required course. (i.e. math, English, science, and social studies.) Additional work of 5 hours per week will be assigned in other courses such as health, physical education, middle Spanish or Latin, or the arts. These combined assignments make up the minimum of 25 hours of instructional time per week. All students are held accountable for the completion of satisfactory work demonstrating mastery of concepts and standards as outlined in the pacing of the course syllabus, and attendance of mandatory synchronous sessions to which the student has been assigned. If a parent believes that an absence is an excused absence, the parent (or guardian) must notify the school in writing within five (5) school days. This notification can be through email, text message, or US Mail. Acceptable proofs for excused absences may include a doctor's note or a printed obituary of a family member. Unexcused absences may invoke a truancy prevention plan.

As a virtual school, SCPA will offer synchronous sessions a minimum of 25% of the instructional time. In

middle school, this equates to approximately 7 hours of synchronous time with teachers per week. We encourage students to take full advantage of this synchronous time. We recognize the flexibility of a virtual school offers a wonderful opportunity for families and that some students are mature, independent learners who are able to complete coursework on their own. Other students are not self-sufficient, making synchronous sessions necessary for success. These sessions are designed to eliminate the barrier and facilitate successful authentic learning in a virtual school setting. Mandatory attendance to synchronous sessions is required of students who fall behind more than two weeks in their course work according to the syllabus, are failing a subject, or who are more than one year behind in a subject area, as determined by a pretest such as NWEA MAP or a pretest within that course. These same students are required to attend mandatory intervention sessions as assigned by their teacher(s) to move towards closure of the achievement gap between higher and lower performing students. Students who are identified as having a learning disability and have an IEP are required to attend their synchronous learning support sessions with their special education teacher.

High School students in grades 9-12, and middle school students who are taking high school courses are required to have 50 minutes of seat time per day for 180 school days each academic year. Based on Carnegie Learning units, SCPA students taking six courses are required to be present approximately six hours per day, or 30 hours per week. Teachers will provide 5 hours of instruction per week for each Carnegie Unit, of which approximately one and a half hours per week in synchronous sessions fulfilling the 25% required synchronous contact. At the high school level, this equates to approximately 8 total hours of synchronous time per week. All students are highly encouraged to participate in all synchronous sessions. All students are held accountable for the completion of satisfactory work demonstrating mastery of concepts and standards as outlined in the pacing of the course syllabus, and attendance of mandatory synchronous sessions to which the student has been assigned. If a parent believes that an absence is an excused absence, the parent (or guardian) must notify the school in writing within five (5) school days. This notification can be through email, text message, or US Mail. Acceptable proofs for excused absences may include a doctor's note or a printed obituary of a family member. Unexcused absences may invoke a truancy prevention plan.

In a brick and mortar school, the typical day is not flexible in nature as the students must be present at the school from the beginning of the scheduled school day until dismissal time. Flexible cyber scheduling is one of the highest regarded benefits of virtual education. A typical day would require five hours of course study along with one to two hours in synchronous sessions. The day would also include time for independent study and self-scheduled work. This flexibility allows students to choose the order they will complete their work. In the example below, this student may choose to work on Algebra at 10:30 am, and complete an art project later in the evening. Or, this child could complete the art project at 10:30 am

and do the Algebra later. In this example, this particular student has been identified as needing additional support in English. The 11:30 am intervention session is mandatory, but the teacher could easily occasionally schedule the session at a different time. If this student needed to meet with the teacher at an alternate time, they should contact the instructor and compare schedules to determine a mutual workable time. Learning how to plan a schedule also provides a real-world benefit for virtual students. While there are multiple ways a virtual schedule can be arranged. For an example, please see Image 1, A Typical Day in the Life of a Student. (Appendix G)

SCPA teachers will have flexibility within portions of their schedules for intervention sessions, conferences and planning. Certain aspects will be fixed according to the school's master academic schedule, and will not be allowed to be altered. The examples that follow reflect a teacher's schedule. Please see Image 2: A Typical Day in the Life of a Teacher. (Appendix G) Though teachers may not always follow the same daily schedule and do have the flexibility to rearrange certain components, they will always follow and work within the school's calendar. Teachers will use the implementation guides, resources and tools provided by Carnegie Learning to pace, plan, create and facilitate lesson plans aligned to the South Carolina State Standards.

13 <https://nrmnet.net/mentorship-training-programs/>

### **c) Professional Development**

17. Identify the person(s) or position(s) responsible for overseeing professional development (PD).
18. Discuss the core components of the school's PD plan for all staff (all teachers, leaders, other staff) and how they will support effective implementation of the educational program.
19. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
20. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration.
21. How does professional development align with the vision and core academic priorities of the school? How will the effectiveness of PD be evaluated? When teachers have time for common planning or collaboration? How will this time be used?
22. An explanation of how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, reviews, and provide guidance on professional development

and growth.

**23. Additional Requirements for Replications Schools:**

- Describe any shared PD across campuses. Who will be responsible for developing, leading, and evaluating any shared PD?

c. Professional Development

Proper implementation of the curriculum with fidelity is the foundation for improved student performance. The SCPA planning committee strongly believes in preparedness of teachers and staff for success in the classroom and across the school as a whole body. Once operational, the school director will take responsibility to ensure that mandatory professional development is properly scheduled and attended by all staff. The SCPA staff will be trained prior to the beginning of the school year on the CL curriculum to ensure successful implementation using the South Carolina College and Career State Standards. This training will include online teaching pedagogy with classical integration and methods of delivery along with effective communication techniques with parents and students. Professional development of CL curriculum in both ELA and math are non-negotiable and mandatory for every teacher. Additionally, several days of mandatory professional development will support functional processes such as Canvas (2 days) and PowerSchool (1-2 days), and will be scheduled several weeks before the beginning of the school year to ensure employees are well equipped to deliver instruction and properly organize a virtual classroom. Canvas, currently used by large institutions such as Clemson and Stanford Universities, provides a broad scope of resources to support virtual learning. PowerSchool and web-based curricula, including Carnegie integrate directly with Canvas for smooth processes. The School Director will also determine the ongoing need for professional development outside of the curriculum as he/she will work daily with the teachers and will see firsthand the strengths and weaknesses of the staff. The director will assign professional development as needed to these instructors.

SCPA seeks to fully integrate classical principles into its educational program. Realizing most certified teachers are trained in traditional models, SCPA will begin in its first year offering professional development courses to our staff in order to grow a classically trained staff over its first three years of operation. SCPA plans to use sources such as Classical Academic Press to fully prepare our educators. In our first year, we will offer courses such as “Introduction to Classical Education” taught by Dr. Christopher Perrin [14] who currently serves as director at the Alcuin Fellowship with the Institute for Classical Schools. Another example of the courses we will extend to our staff is “Teaching the Great Books” with Joshua Gibbs. [15] Gibbs has over ten years of experience teaching classical literature and addresses the pedagogical issues such as how to read, teach, create meaningful assignments and tests, and manage parents of classical students in this course. As our teachers enter their second year with SCPA, they will

take courses such as “Principles of Classical Pedagogy II” with Andrew Kern [16] who will address teaching middle and high school students effectively in a classical school. After the second year, teachers will have access to professional development to meet their individual needs. These courses include “Teaching Three Great Books” which is derived from the works of authors Twain, Dickens and Bronte and is instructed by Flora Armetta who holds her doctorate in 19th century literature. [17] Other courses from Classical Academic Press, and other classical training providers such as The Society for Classical Studies will be made available to the SCPA staff. All completed courses will provide continuing education units for our teachers for renewal of their licensure.

Additionally, the Planning Committee has identified a certified Core Knowledge training expert, Cathy Kinter, and procured her services as a contractor for the initial year of operation as well as annual training related to classical integration. Kinter is based in North Carolina and has a robust history with Core Knowledge in a variety of capacities, as she assisted the team of authors who wrote the Core Knowledge curriculum. She has served as a second grade teacher in a new charter school that created and implemented original lessons that met the Core Knowledge guidelines. Kinter has assisted teachers in creating Core Knowledge lesson plans and projects, served as her school’s curriculum director, trained new and veteran teachers in Core Knowledge, and monitored its implementation in kindergarten through eighth grade. She also instituted and oversaw suggested improvements in practice and guided staff towards achieving status as a Core Knowledge School of Distinction. Kinter presented at the Core Knowledge National Conference and served as a network Curriculum Advisor. She is specifically experienced in grades K-8 Core Knowledge implementation in charter schools and will serve our staff in properly integrating classical literature into our CL curriculum. She will meet during planning times at the beginning of the school year and as needed throughout the year with teachers by grade level to provide professional development specific to their needs.

In addition to the aforementioned academic opportunities, SCPA staff will be trained in the areas of IDEA, Section 504, and Child Find to assist in the identification, notification, and support of all students with disabilities. They will also learn about child welfare protocols as they will be the primary person in contact with our students on a daily basis. Additional ongoing training opportunities such as differentiation of instruction and personalizing educational plans for all students will be added to the professional calendar as is feasible and available. SCPA staff will also participate in mandatory training such as to deal with blood borne pathogens and return to work sessions.

The academic training is not mandatory for the SCPA mentors liaison, or the guidance counselor. Instead, they will focus on effective mentor-student training described earlier. In addition, they will be trained on how to work with SCPA students to know and understand proper protocols and strategies that pertain to

students who are a part of the mentor program. The guidance counselor will have separate professional development requirements to keep current with trends among students, learn new research for effective and successful counseling practices and designing a program that aligns with the school's mission. Programs such as Online Counseling Programs provide professional development that would efficiently meet the professional development needs of the guidance department. [18]

In addition to the week prior to school opening, there are 4 additional professional development days planned in the academic calendar. The School Director will determine professional needs as the school year progresses and will ensure adequate time for professional development is included in the school's master schedule. (Appendix F) As new ideas and processes are introduced to the virtual education network, SCPA staff will participate to ensure we continue to serve the children the best way possible. SCPA is committed to establishing and making available applicable professional development opportunities to train all staff in all areas necessary to effectively serve our students and best meet their academic needs. Staff will be trained on policies and procedures for state testing in a regular scheduled staff meeting just before every round of state testing begins.

14 <https://www.classicalu.com/course/intro-to-classical-ed/>

15 <https://www.classicalu.com/course/teaching-the-great-books/>

16 <https://www.classicalu.com/course/effective-upper-school-education/>

17 <https://www.classicalu.com/course/teaching-three-great-books/>

18 <https://onlinecounselingprograms.com/resources/school-counselor-toolkit/professional-development/>

## **Virtual Charter Schools**

A virtual charter school is a charter school whereby students are taught primarily through online methods; however, at least 25 percent of the instruction in core areas as defined in Section IV(E)(1) of SC SBE Regulation 43-601. If the proposed charter school is a virtual charter school, the following additional information must be submitted as part of the application:

**Not Applicable?**

**No Responses Selected**

### **d) Virtual Charter Schools**

24. List of currently developed courses that are ready for curriculum alignment;
25. Access to one course per level that can be previewed by the SCDE to assess depth of work

necessary for curriculum alignment;

26. A description of how the proposed charter will comply with the 25 percent real time requirement;
27. A timeline of how curriculum development will be completed and then approved by the SCDE;
28. A description of how much teacher interaction students will receive within the online instruction;
29. A description of the portal used and how it works;
30. A description of how the applicant plans to comply with the teacher requirements in S.C. Code Ann. § 59-40-50.

#### d. Virtual Offerings

A virtual charter school is a charter school whereby students are taught primarily through online methods. At least 25 percent of the instruction in core areas must be presented in a synchronous format, as defined in Section IV(E)(1) of SC SBE Regulation 43-601. An example of synchronous instruction is a live class where the teacher and students are engaged in direct instruction.

SCPA's master schedule, outlined in Appendix F, explains how SCPA will comply with the 25% real time requirement through synchronous sessions. In the previous section of this application, labeled as I.1.2 Educational Structure, the school's synchronous sessions are explained in detail.

SCPA's curriculum will be tailored to the South Carolina Standards, rather than purchased from a mass produced provider. Therefore, our courses are still under construction. CL houses over 1800 activities per course that are ready for our instructors' use. All social studies and science courses through Edmentum are included in our final purchase of the curriculum. Upon request, Edmentum will allow temporary access for review as needed for charter approval. After charter approval, the planning committee will proceed with the purchase of full access rights to the whole curriculum.

SCPA's compliance with the 25% synchronous session requirement will be met as noted in the schools' master schedule. (Appendix F) The 1st semester for each grade level will be designed immediately and ready for teacher use by August 1, 2020. The School Director will ensure the courses are aligned with the South Carolina State Standards and are prepared a minimum of 30 days prior to the beginning of a semester and ready for the instructor's review. Courses will be housed in the school's portal, Canvas.

SCPA will comply with all applicable laws regarding teacher requirements for virtual charter schools in S.C. Code Ann. § 59-40-50. SCPA will make all efforts to hire 100% staff members fully qualified in the area they teach and are certified, or hold appropriate credentials to teach the subject. SCPA will host hiring events to collect resumes, certifications and hold interviews with qualified candidates.

### **3. Serving Students with Disabilities and Special Populations**

As public schools, charter schools must open their enrollment to *any* student and must provide a free appropriate public education (FAPE) by offering special education and related services as needed for students with disabilities. To ensure a FAPE and a continuum of services, including transition and technical assistance, will be provided in the initial year of operation, the application must include either a budget that reflects the employment of at least one appropriately certified special education teacher starting with the initial year or the agreement reached for the provision of special education and related services between the school and the sponsor. The applicant's plan should follow the policy established by their proposed sponsor.

In addition, a charter school application must demonstrate that the educational program is designed to enable each student to achieve the charter school's stated student achievement goals and academic performance standards. The application requires 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.

In this section of the application, the applicant will not only address how they will serve students with disabilities. The applicant will also address how the proposed charter school will meet the diverse needs of special student populations that require additional supports to include: ELLs, high achieving/gifted students, homeless, military, etc.

#### Narrative Requirements

1. Identify the types and size of the various special populations that the school expects to serve and the basis for these assumptions;
2. Discuss how the curriculum, daily schedule, staffing plans, and support strategies and resources of the proposed educational plan will meet diverse needs of any special populations or any modifications to the educational plan that will be made in order to do so;
3. Describe the school's plan to provide a continuum of services in the least restrictive environment;

4. Clearly define the roles and responsibilities, as well as provide an explanation of the partnership between the proposed charter school and the potential sponsor;
  - *Include an explanation of any contracted services between the proposed school and a local district*

### 3. Serving Students with Disabilities

Expert educators and other leaders in the field have studied virtual instruction for students who have been identified as having a learning disability. [19] The following features of virtual education programs for students with certain disabilities have proven to be effective and will be part of the SCPA SPED program:

- On-going feedback, self-pacing, individualized and differentiated instruction
- Multimodal presentation of content
- Social interaction via alternative means
- Lack of peer distractions or conflict
- Online archiving of student work for ease of assessment and progress monitoring
- Alternative education environment option for students with severe allergies, chemical sensitivities, chronic health conditions, and other types of impairments that make attendance in regular schools difficult or impossible
- Availability of specialized instruction and services in rural or staff-shortage areas
- Reduced stigma associated with separate school settings

As described earlier in this application, SCPA will use the 3-tiered RTI process to identify students who have a possible disability. The evaluation team consists of the members similar to those of the IEP team with qualified professionals. The requirements for parental consent for initial evaluations are found in 34 CFR §300.300(a). The requirements for parental consent for the initial provision of special education and related services are found in 34 CFR §300.300(b)(1)-(2). Initial referrals and re-evaluations require a team meeting to review existing information and determine eligibility/continued eligibility. SCPA will provide the parent (or guardian) a prior written notice (PWN) if the team determines their child does not qualify for Special Education, as well as the plan of appeal. The requirements for initial evaluation timelines are found in 34 CFR §300.301(c) and (d). The requirements for determining eligibility are found in 34 CFR §300.306. A child who has reached tier III interventions and support would then be administered a series of tests to determine if the child would qualify for special education services. Once testing is complete, the team will meet with the parents to determine the appropriate and best next steps to offer the needed support for the child. SCPA will follow all required timelines that are regulated by law.

SCPA will fully serve students with special needs and provide a full range of student services, just as other public schools, through contracting with appropriately certified specialists, either through the Charter Institute at Erskine or independent providers, to meet the needs of our students. SCPA wholly accepts the responsibility to provide all enrolled students with a Free Appropriate Public Education (FAPE) according to the Individuals with Disabilities Education Act (IDEA) of 2004. SCPA will meet all requirements to establish a criteria for eligibility; will provide required reporting and official records for all accommodations in Section 504 of the Rehabilitation Act; will comply with the Americans with Disabilities Act (ADA); will comply with Title III for English Language Learners (ELL) under the Elementary and Secondary Education Act (ESEA); will serve students identified as gifted and talented; will provide support for transient students such as those who are homeless or part of families serving in the military and will guarantee appropriate support for all students who qualify for services. SCPA will sign and abide by the sponsor's Statement of Assurances, which will outline in detail the charter's responsibility to work cooperatively with the sponsor to satisfy all obligations under applicable federal, state and local law. SCPA will ensure students with disabilities receive appropriate accommodations, modifications, and services consistent with the applicable Local Education Agency (LEA); the Charter Institute at Erskine. SCPA assures the sponsor adequate funding to meet these needs will be allotted each year to employ appropriately certified personnel to serve all children who qualify for Special Education services, including the Special Education Coordinator and appropriate contracted service providers. Funds for testing and assessment services, special supplies and equipment are also guaranteed. The School Director will ensure students who qualify for contracted services will have allotted time within their daily schedule to receive the services. Provisions will be made so as not to interfere with the student's daily academic instruction. SCPA will not discriminate against any individuals who are believed to be handicapped or who were ever handicapped at one time. SCPA will comply with all audits and/or investigations by its sponsor and commits to preparedness to provide proof of compliance along with any other documentation upon request.

When students who have an IEP enroll at SCPA, the team will hold a comparable services meeting to determine appropriate services to be provided through SCPA in a virtual environment. The school will serve those children according to the goals and interventions listed in their IEP.

SCPA will publicly post information regarding the Child Find process on its website. The school will comply with the Child Find law and procedures for school aged children, as well as stipulations and procedures of the Charter Institute at Erskine and will evaluate and identify children suspected of having a learning disability. SCPA will use the Response to Intervention [20] (RTI) 3-tiered process and identification model described earlier in this application (I.2.a Education Model) to determine placement into the special

education program. If a child places in the Special Education program, the team will develop and implement an appropriate IEP. Specialized services will be provided according to the IEP. Under 34 CFR §300.301(c)(1), an initial evaluation must be conducted within sixty (60) days of receiving parental consent for the evaluation, or within the timeframe established by the State in which the evaluation must be conducted, if applicable. The IDEA 60-day timeline applies only to the initial evaluation. The evaluation is complete when all observations, rating scales, assessments, interviews, forms, and outside evaluations have been gathered, scored, and interpreted. Once the process is completed, the team has fifteen (15) business days to determine eligibility.

As a part of the initial evaluation and any re-evaluation, the designated team will develop a plan that will provide the following and be summarized in a team report:

1. A review of existing data on the child, including:

- Prior evaluations and information provided by the parents (or guardians) of the child;
- Current curriculum-based, local, or state assessments and observations;
- Observations by teachers and related services providers;
- Data on the child's progress in the general curriculum; and
- Data from previous interventions, or RTI.

2. A decision based on the aforementioned review and input from the child's parents (or guardians), which identifies what additional data, if any, will be needed to determine:

- Whether or not the child has a disability, as defined in South Carolina Board of Education Regulation 43-243.1, and, as a result, what special education and related services the child needs. the educational needs of the child.
- Whether the child continues to have a disability and the educational needs of the child.  
(Re-evaluation)
- The present levels of academic achievement and related developmental needs of the child.
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set in the child's IEP and to participate, as appropriate, in the general education curriculum.

SCPA will administer assessments for evaluations or contract with the appropriately certified and credentialed professionals to complete and interpret the necessary assessments and other evaluation

measures, as needed, to produce the data identified above. SCPA will provide a PWN to the parents (or guardians) describing any evaluation procedures the school proposes to conduct and will obtain prior written consent.

In conducting the evaluation, SCPA will:

- Use a variety of appropriate assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent to assist in determining:

- Use a variety of appropriate assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent to assist in determining:

- Whether the child is a child with a disability, as defined in South Carolina Board of Education Regulation 43-243.1; and

- The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum;

- Not use any single measure or assessment as the sole criterion for determining whether a child has a disability and for determining an appropriate educational program for the child; and

- Use technically sound instruments to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

SCPA will ensure:

- Assessments and other evaluation materials used to assess a child are:

- selected and administered so as not to be discriminatory on a racial or cultural basis;

- provided and administered in the child's native language or other mode of communication and in the form that is most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;

- used for the purposes for which the assessments or measures are valid and reliable;

- administered by trained and appropriately credentialed personnel; and are administered in accordance with any instructions provided by the producer of

the assessments.

- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- Assessments are selected and administered so as best to ensure if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level, or any other factors the test measures, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);
- A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;
- Children are assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning and behavioral function.
- Assessments of children with disabilities who transfer into SCPA are coordinated with prior and subsequent schools, as necessary and as expeditiously as possible, consistent with South Carolina Board of Education Regulations 43-243, to ensure prompt completion of full evaluations.
- In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related service needs, regardless of whether commonly linked to the disability category in which the child has been classified.
- Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

The parents will receive a formal written report of evaluation results including:

- assessment results and educational implications;
- procedural Safeguards, otherwise known as Parental/Guardian Rights that is provided by the Charter Institute at Erskine;
- a statement of any other factors relevant to the proposed action.

If a determination is made that a child has a disability and needs special education and related services, after seeking the consent for the initial provision of services, SCPA will develop an IEP for the child as required by South Carolina Board of Education Regulations 43-243. SCPA will use South Carolina's system

to develop and monitor IEPs. The special education teacher will progress monitor students with IEPs to have accurate, up-to-date information on the present levels of academic achievement and functional performance to determine if the IEP goals are appropriate and achievable. SCPA will form an IEP team that will include all of the following:

- The child's parents;
- At least one general education teacher of the child;
- At least one special education teacher of the child;
- Either the SCPA Representative, or one from the Charter Institute at Erskine;
- Someone who can interpret the instructional implications of the evaluation results, who may be one of the team members noted previously;
- The child, whenever appropriate

Parents (or guardians) will receive two forms of written notification within a reasonable timeframe in order to determine if they are able to attend.

The present levels statement is intended to comprehensively describe a child's abilities, performance, strengths, and needs. It is based on all of the information and data previously collected and known about the child, and in large part, the full individual evaluation of the child that must be conducted in accordance with IDEA's evaluation/eligibility provisions of §§300.301 through 300.311. Present levels will describe:

- The child's strengths and weaknesses,
- What helps the child learn,
- What limits or interferes with the child's learning,
- Objective data from current evaluations of the child,
- How the child's disability affects his or her ability to be involved and progress in the general curriculum.
- A statement that discusses the child's future and documents planning information;
- A statement of the child's present levels of academic and functional performance, including:
  - A statement of measurable annual goals, including academic and functional goals, if needed,
  - A description of the child's progress toward meeting the annual goals described in the IEP will be measured; and when reports on the progress of the child is

making toward meeting the annual goals will be provided;

- A statement of the special education, related services and supplementary aids and services to be provided to the child,
- An explanation of the extent, if any, to which the child will not participate with nondisabled children;
- A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments;
- If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why;
- The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modification;
- For children age 13 or over, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child in reaching those goals

If a determination is made that a child has a disability but does not meet the requirements for an IEP, could meet the more broad definition of disability under Section 504, the student typically receives general accommodations within the general education environment. The child may require additional accommodations to make education equitable. Students under Section 504 are also afforded procedural safeguards, and while similar to IDEA, are not the same.

SCPA will provide comparable services to all children who enter SCPA with an IEP in place. Within thirty (30) days, SCPA will gather data and have an IEP team meeting to determine if the IEP is appropriate for SCPA's environment and can be accepted as is, or amended according to the data gathered to provide access to SCPA's general education.

In accordance with IDEA, "children will be treated as individuals with unique abilities and disabilities that need to be addressed by providing unique support services, which are explicitly articulated in the IEP." SCPA will ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE) and will utilize a variety of strategies to address student needs. SCPA will ensure that a continuum of alternative placements are available to meet the needs of students with disabilities for special education and related services and that the least restrictive environment (LRE) issues are considered in placement

decisions. The considerations will be determined by the child's IEP team and will consider any potential harmful effect on the child or on the quality of services that he or she needs, including the medium through which the instruction is delivered.

During the three-year re-evaluation, the IEP team will determine if the student does or does not continue to meet the criteria to be a student with a disability under IDEA. At that time, if the student does not meet the criteria for disability, the IEP team will determine if the student meets the wider definition of disability under Section 504 of the Rehabilitation Act, which does not require the full level of special education services. If at the re-evaluation a student is determined to no longer qualify for or require services, the student will be exited from special education. SCPA will provide appropriate transition services for children exiting the program.

To fulfill its obligation, SCPA will have a full-time special education teacher in place the first year of operation whose job is to provide services for students already identified and to assist in the identification of students not yet identified, but who meet the state and/or federal criteria of a student with a disability. The teacher will attend all school and Charter Institute at Erskine meetings for special education coordinators/teachers and all trainings provided by the Charter Institute at Erskine to provide better services to the school, students, and parents. The teacher will serve as the contact person between SCPA and the Charter Institute at Erskine and/or agencies on special education matters, including state and federal reporting. Further, SCPA will contract with available service providers through the Charter Institute at Erskine as well as individual contracts with appropriately credentialed individuals as needed from the beginning of the first day of the first year of operation.

The student's IEP will specify any special circumstances (equipment, supervision, etc.) needed to meet the student's needs. SCPA will work with the Charter Institute at Erskine and the local districts' Special Education Services to contract for any special services needed to fulfill any child's IEP that cannot be provided by the school. If services are unavailable through the local district, SCPA will contract with all appropriate service providers, including, but not limited to; occupational and physical therapy, orientation and mobility, speech therapy, and psychologist. The Governing Board of SCPA will hold the principal of the school directly responsible for adhering to and ensuring that all evaluative, instructional, reevaluations, and reporting timelines and procedures for the special needs program are strictly followed.

Professional development in the area of Special Education will be provided at the beginning of the school year for all staff members and ongoing as needed to assure students who qualify for SPED services are identified in a timely manner, that effective methods of delivery are implemented according the IEP for each identified student. SCPA faculty and staff will receive professional development related to laws,

including the FERPA regarding the privacy of educational records and health records that are defined through the Health Insurance Portability and Accountability Act (HIPAA). Each student with an IEP will have their own personal IEP team who will be responsible for the ongoing implementation and development of the IEP. This team will determine appropriate services and implement the plans accordingly. Appropriate accommodations, including any supplementary aids or services, contained in an IEP will be provided. All members of the SCPA staff will comply with the recommendations of the team and follow the IEPs of each child. SCPA will provide a variety of service delivery and placement options based on the unique educational needs of each child with a disability. SCPA supports provision for all children to have the opportunity to participate in learning experiences in their least restrictive environment and will provide the necessary tools for students with disabilities to receive maximum benefit from the general education curriculum, according to the needs outlined in their IEPs. SCPA's chosen Carnegie Learning curriculum provides specialized software intended to enhance education for students with special needs. For example, CL provides access to a digital math textbook that speaks words for symbols and equations while highlighting the same elements on the screen. This makes them equally readable with synthetic speech, which is customizable by the teacher and will be based on the students' needs.

Parents (or guardians) of students who have been previously identified as having a disability or who already have an IEP will meet with the special education coordinator and others on the team to determine comparable services offered at SCPA, to accept the IEP and implement the appropriate and comparable plan of services offered through our virtual school. Transition services will be provided as determined and coordinated by the IEP team to promote conversion from SCPA to post-school, post-secondary education, vocational training or employment. Additionally, SCPA will include independent living and community participation within our transition services. There may also be occasions where a child would test out of special education prior to graduation through their reevaluation. In these cases, the IEP team will meet to determine how SCPA can best support the child through the transition process from special education back to general education. When appropriate, services would be removed gradually to assist the students' return to general education instruction. Support services could be removed progressively and appropriately as determined by the team. The student's general education teacher(s) will continue to monitor students to be certain academic needs continue to be met through the transition. In all cases, the SCPA guidance counselor would be available for the student and their family and may be involved in this process, if the IEP team determined this additional support was needed.

19 <https://www.ksde.org/Portals/0/SES/legal/conf17/Martin-VirtualPrograms.pdf>

20 <https://www.specialeducationguide.com/pre-k-12/response-to-intervention/>

#### **4. Goals, Objectives, and Assessment Plan**

The charter school's goals, objectives, and academic performance standards must be clearly described in the application and must meet or exceed the academic performance standards and expectations, including academic standards adopted by the State Board of Education.

The charter school's goals and objectives, along with the strategies to meet such goals, must be clearly described in the application. While it is understood that before the school is established, there are no actual baseline test scores, attendance rates, or other data, an applicant can use the residential district average as a baseline and/or state that a baseline will be established in the first year of operation.

**NOTE:** Some, but not all goals and objectives should utilize standardized test data that aligns with the state accountability system. Goals and related objectives may include indicators for students served over multiple years to document growth and educational program outcomes.

The proposed charter school should develop measures or indicators aligned with their mission for which they will be held accountable. These goals and objectives will be used to measure the progress of the school in advancing its mission. Such indicators may include school climate or culture. Be sure to include only realistic and achievable measures, as these additional indicators will become a part of the school's accountability plan.

A charter school application should include a clear plan for evaluating pupil performance across the curriculum. This plan should align with state performance standards, as well as with the school's pupil performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included, reflecting the thoughtfulness given to tracking student progress while still preserving as much class learning time as possible. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments and formative (more

frequent, end-of-unit) assessments to track student skill and knowledge development. The plan should include how this data will be used to guide professional development of teachers as well as how this data will be used to guide refinement of the curriculum. When developing the assessment plan, consideration should be given to the appropriateness of assessments to the curriculum, what will serve as the baseline for student progress comparisons, and the inclusion of state and federal assessments to demonstrate appropriate student growth. See the SCDE website for the most recent student assessment information at <http://ed.sc.gov/agency/ac/Assessment/>.

### Narrative Requirements

1. Outline goals that are appropriate and manageable and will provide evidence that the school is advancing its mission and meeting the purpose of S.C. Code Ann. § 59-40-20 including closing achievement gaps, as applicable. Goals should be specific, measurable, attainable, realistic of the school's mission, and time-based (SMART).
2. A summary of test scores, attendance rates, or other data of the residential district which will be used as a baseline or an explanation of how the applicant intends to establish a baseline in the first year of operation (assessment plan to include which assessment(s) will be used and at what point in the school year they will be administered).
3. Strategies to meet the goals and objectives that reference the educational program section.
4. A description of the diagnostic, formative, and summative assessments including state-mandated assessments with baseline data gathering and details on the types of assessments. Discuss why the assessments were chosen, the plan to administer the selected assessments, and how the results will be used to inform instruction. The description should also address how the data will be used to measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter.
5. A plan to monitor progress toward meeting the goals and objectives of the school and how the school will make modifications based on data, including revising and redirecting professional development and instruction.
6. **Identify the resources (technology, personnel, staff development) that will be needed to successfully implement the proposed assessment plan. Who will be responsible for analyzing and interpreting academic data and communicating student achievement data to the board? Who will communicate student achievement data to parents?**
7. **Additional Requirement for Replication Schools:**
  - Please provide a brief description of the school's recent academic performance. In particular, were the goals that were set met? If not, describe the corrective action plan used to address those goals which were not met.

- Discuss any achievement gaps that were present at the school and how they were addressed.

#### 4. Goals, Objectives, and Assessment Plan

##### Goals and Objectives

According to The Nation's Report Card for 2019, [21] South Carolina scores significantly below the national average in both reading and math. The data further shows South Carolina middle school students in virtual middle schools are falling behind the state in core academic areas of ELA and math. The chart labeled Image 3, South Carolina Middle School Results, Appendix G summarizes the most recent middle school overall data from virtual charter schools in South Carolina compared the overall state performance results.

Comparatively, virtual high schools are also falling behind the state's academic averages in Algebra I, English I, Biology I and U.S. History courses. The chart labeled Image 4 in Appendix G contains the results of the percentages of students who score a C average or better on these courses according to the results released in 2019.

SCPA will focus on interventions in middle school to improve high school scores over time. In the article Nine Interventions That Improve Test Scores, [22] simply raising the level of expectation can positively impact results. SCPA's expectation to attend sessions, turn in completed assignments on time and produce products that meet grade level expectations will increase student performance. For those who need additional support, intervention sessions are available to assist. The article also focuses on the importance of attendance. Mandatory attendance for students who fall behind is an additional support in place at SCPA to improve performance over time. The article also refers to the importance of making personal connections with students. Students who are connected to a teacher strive to do their best. The article concludes with the importance of professional development. SCPA will work to make professional development relevant to the mission, the model and the individual with offerings to meet them at their current level of classical knowledge. Our CL curriculum aligns to the South Carolina College and Career Ready Standards. Adding in the content-rich Great Books and classical literature will further deepen the knowledge base of our students which will enhance critical thinking and reasoning skills. Over time, SCPA aspires to lead the virtual schools in South Carolina and produce academic results that surpass the State's average.

There is a rising concern among some experts that a completely virtual education is not meeting the needs of our children. There are others who feel that a model without the use of technology is not

meeting the needs of the 21st century learner. The best model is when the two are blended to combine technology with hands on or paper based instruction. [23] Students get the most out of instruction when they are exposed to materials that enhance instruction, whether online or on paper. Carnegie learning provides paper workbooks for students, even at the high school level. Students will have the opportunity to practice skills and teachers will have access to the students' work to determine specific skill deficiencies. This will allow teachers to offer relevant interventions to meet the needs of their students.

Intense instruction will yield improved performance over time. The chart below outlines the performance goals for SCPA. As our middle school students improve, they will feed into our high school program to increase performance levels in grades 9-12 at a faster rate. The expectation is through classical literature, SCPA will see exemplary performance over time particularly in the areas of middle school reading and high school English.

The College and Career Readiness chart, which is labeled Image 5, College and Career Readiness, Appendix G shows how virtual schools fall short of the State averages for producing students who are college and career ready. SCPA's model encompasses the tools to improve virtual learning and preparedness for post graduation success. The chart of Academic Goals labeled Image 6, Academic Goals, Appendix G outlines the academic goals for the first approved cycle of our charter.

SCPA will seek to have 50% of its eligible students enrolled in either AP® or Dual Enrollment classes in its first year of operation. Virtual and face-to-face dual enrollment opportunities will be offered to SCPA students through the University of South Carolina (USC), South Carolina's technical college system, and other local qualified college programs located within the state. The actual number of students enrolled in these courses will depend on those who meet eligibility requirements. As academic gains are made, SCPA will increase the number of students enrolled in AP® and Dual Enrollment courses. Currently less than 4% of South Carolina virtual students are participating in these higher education courses.

SCPA has set appropriate, reasonable, and manageable achievement goals for student performance on state testing, and for high student attendance as well as participation rates in AP® and Dual Enrollment courses. We will meet these targets through intense intervention and remediation plans, and the student support services of mentor partnerships with our own mentor liaison and guidance counselor.

According to The Toolbox Revisited, an article released by the U.S. Department of Education, [24] teacher effectiveness is still the primary school-related determinant of student success. For this reason, SCPA ensures the Charter Institute at Erskine that the school will take every measure to hire and train qualified, certified staff members to provide our students with the best opportunities to learn. A missed

day at school is a missed opportunity to learn, and chronic absences reduce even the best teacher's ability to produce learning opportunities. Absenteeism has a negative effect on children beginning in kindergarten. Students who are chronically absent in kindergarten have significantly lower outcomes in first grade as their peers who attended school regularly. [25] By middle school, a leading factor in the widening achievement gap is attendance. There is significant evidence that shows by a student's ninth grade year, attendance is the key indicator correlated with high school graduation. [26] Studies by The National Center for Education Statistics confirms students who dropout of high school have significantly higher historical absentee records than high school graduates. [27]

As outlined in Section I.2.b of this application, SCPA will enforce a strict mandatory attendance policy, which includes a truancy prevention program from the first day of school based on completed work and synchronous contact to increase achievement and support teachers' efforts to reach those who need support. All students will take a nationally normed assessment, such as NWEA MAP at the beginning of each school year. They will repeat this same assessment in mid-year and once more at the end of each school year. Students who score more than one full year behind on the nationally normed assessments at either administration will be required to attend all synchronous sessions until the next test is given. Students who fall more than 2 weeks behind on their coursework will also be required to attend all synchronous sessions. If at any time, a student begins to fail their ELA or math class, they too will be required to attend all synchronous sessions as long as their grade average is below passing.

SCPA will offer virtual intervention sessions with each core class. These interventions are available to all enrolled students. Students who are under mandatory attendance to synchronous sessions must also attend intervention sessions as assigned by their instructor. Failure to attend intervention sessions without an approved excuse will result in truancy.

Students who fall behind may also request additional time with their instructor. Flexibility within the master schedule will allow available openings that would be optional for our students.

Improved academic performance among teenagers is just one of the benefits of having an assigned mentor. Studies show when middle and high school students are connected to a personal mentor their engagement levels increase and their communication skills improve. [28] SCPA will employ a full time mentor liaison who will oversee our mentor partnership program. Full responsibilities for this position are outlined in the employee section of this charter application as well as described in the sample job description in Appendix P. This liaison will be responsible for the mentor assignments for all at risk students to a personal mentor located in the same geographical region as the student's residence. The mentor will travel to meet with our students as needed to ensure this program is successful. Mentors

serving our students will report directly to the school's liaison, who will manage records to document mentor-student meetings. When a regular local mentor isn't available, the mentor liaison will personally serve students. Benefits of third-party mentoring partnerships include:

- Students ability to focus on clear direction
- Increased academic performance
- Deeper understanding of content knowledge
- Development of more effective time management skills
- Increased confidence

SCPA's mentor partnership program will ensure students are developing interpersonal skills and other life skills that lead to excellence and self-efficacy.

One of the greatest challenges facing the virtuals is the large number of students assigned to the instructors. [29] Smaller teacher:student ratios have proven to have positive impacts on student performance. Our intentionally small beginning allows our teachers to give adequate and proper attention to students enrolled at SCPA.

#### Assessment Plan

The baseline for our academic goals have been established based on the South Carolina school report cards released in the spring of 2019. SCPA will administer a nationally normed assessment to every student within the first month of each school year to determine the annual academic goals. All students will take the same test again in the middle of the year and once more at the end of the year to determine the amount of growth achieved over time. SCPA understands that increases in student achievement for all students as described in ESEA is the most important factor in determining renewal or revocation of a charter. Ongoing formative assessments and benchmarks, both from nationally normed assessments such as the NWEA MAP or other providers and from the school's purchased curriculum will provide student progress markers toward summative goals. Assessments within the curriculum will provide instructors with data to determine if teaching strategies are effective and used to guide their planning and instruction.

Students who are determined at risk for failure will receive targeted academic interventions to improve outcomes. Interventions will be available to all students, but mandatory for those not showing adequate academic improvement. Results of regular progress monitoring through curriculum-based assessments, as well as student quarterly report cards, will determine levels of intervention and support needed. In order to serve the whole child, the school's guidance counselor will work in conjunction with the mentor

liaison to implement productive strategies within our mentor partnerships to support life skills, which will enhance academic performance.

SCPA will adhere to state and federal assessments and comply with all updates, as well as those of our authorizer. Evidence of increased student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA will be provided through summative assessments. Proper accommodations for all children who receive special services through the Special Education program or who are entitled to accommodations written in their 504 plan will receive them appropriately.

Student performance will also guide professional development. The school's leader will perform observations and evaluations and give attention to student performance to determine the professional needs of the staff. The leader will seek out appropriate support for the staff and provide the necessary support to continuously improve instruction at SCPA.

21 <https://www.nationsreportcard.gov/>

22 <http://www.onhandschools.com/blog/2015/11/9-interventions-improve-student-test-scores>

23 <https://www.mathgiraffe.com/blog/digital-classrooms-vs-math-by-hand>

24 <https://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>

25 [http://www.nccp.org/publications/pdf/text\\_771.pdf](http://www.nccp.org/publications/pdf/text_771.pdf)

26 <https://consortium.uchicago.edu/publications/track-indicator-predictor-high-school-graduation>

27 [https://nces.ed.gov/forum/pdf/S2016\\_Chronic\\_Absenteeism.pdf](https://nces.ed.gov/forum/pdf/S2016_Chronic_Absenteeism.pdf)

28 <https://www.eacs.wa.edu.au/2018/03/mentors-can-improve-academic-performance-teenagers/>

29 <https://www.methodschoools.org/blog/does-class-size-impact-student-achievement>



## II. Organizational Plan and Capacity

Completed - Feb 1 2020

## II. Organizational Plan and Capacity Form

### 1. Governing Board

#### 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 model/philosophy should serve as a guide to the board but this question is not requiring the board to formally adopt a specific model/philosophy*).
4. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board and how it will interact with and evaluate the school leader. Include the nature and extent of involvement by key stakeholder groups. Explain how this structure and composition will ensure that the school will be an educational and operational success and that there will be an active and effective representation of key stakeholders. Describe the desired size and composition of the future governing board. *Note: The composition of the board must be aligned with the requirements stated in S.C. Code Ann. § 59-40-50 (B)(9).*
5. Describe how governance will transition from the charter committee to the governing board in the first year of operation.
6. Describe the process to appoint or elect new members of the board, including when and in what manner elections will be held that ensure proper participation of parents and/or employees of the school in voting in a manner that is consistent with the school's by-laws. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members?
7. Describe plans for building the capacity of the governing board and professional development plans. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will the existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and any requirement to participate
8. Describe the relationship of the governing board to the school's administrators, staff, parents, and students.
9. 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:
  1. Its current and/or planned composition and the strategy for achieving that composition; and
  2. The role of parents, students, and teachers, as applicable, and community members.
10. **Additional requirements for Replication Schools:**
  1. How will the governance structure of the new school relate to the school which is being

replicated?

## Governing Body

A group of South Carolina residents reviewed the achievement data from virtual charters in the state and determined a need for a high-quality virtual charter in our state. These individuals formed a Planning Committee (Appendix K), which is comprised of a diverse mix of educational, financial, legal, and professional experience. Each member of the Planning Committee has shown a sincere interest in seeing all children of South Carolina as well educated, competitive contenders in the global marketplace. This committee has obtained the support of South Carolina business, community and government leaders who share the SCPA vision.

The committee has developed bylaws to be followed by SCPA. (Appendix L) Additionally, the SCPA planning committee has filed for its own Articles of Incorporation (Appendix M). In agreement with its bylaws, SCPA has determined an organizational structure and chain of command. Appendix N outlines the school's organizational structure.

The planning committee members are:

### Mrs. Tracey Williams

Ms. Williams graduated from Clemson University with a B.S. in Science Teaching and an M.Ed. in Natural Sciences. In addition, she earned an M.Ed. in Educational Leadership from American Public University. Ms. Williams has over 20 years of experience in the field of education with 10 of these years in a virtual environment. She has had the privilege of being a homeschool mom, a teacher in a private school, a teacher in a traditional public school, a teacher in a virtual school, and an administrator in one of the largest virtual schools in the United States.

Ms. Williams served on several AdvancEd district diagnostic teams, including Broward County, FL, which is the 7th largest school district in the United States. Her wide variety of educational experience gives her a unique perspective on the future of education. She believes that the combination of a classically based curriculum, mandatory interventions, and a mentor program is the answer to a successful virtual program.

Ms. Williams lives in Cross Hill, SC with her husband. They are parents to two boys. She enjoys reading, cooking, and walking her dog, Bella.

Mr. Alex Zelling

Mr. Zelling has an extensive business background in accounting. He is owner of Palmetto Payroll Solutions. Mr. Zelling specializes in financial services including payroll and management reporting. He has provided services for large public and private entities in South Carolina for over 20 years. He brings a wealth of business knowledge and fiscal responsibility to SCPA. He serves on several boards, including Habitat for Humanity.

Mr. Grant Weatherford

Mr. Weatherford earned his B.S. in Chemistry from The Virginia Military Institute. Upon graduation, he joined the 82nd Airborne Division, United States Army, for which he served as a Fire Support Officer and later as a Battalion Commander

He is currently employed as a Sourcing Manager by Milliken and Company in Spartanburg, SC. Mr. Weatherford has extensive business experience in the area of business development strategy and manufacturing. His former employers include Lockheed Martin Corporation and Michelin North America. His experience is world wide and brings a global perspective to the SCPA Board.

Mr. Weatherford is an active member of Covenant Community Orthodox Presbyterian Church. He and his wife of 10 years live in Taylors, SC. They have 5 children.

Dr. Luke Stamps

Dr. Stamps is the Associate Professor of Theology at Anderson University. A native of Alabama, Dr. Stamps is a graduate of Auburn University (B.S. in history) and The Southern Baptist Theological Seminary (M.Div., Ph.D. in systematic theology). He has served as an assistant professor of Christian Studies at California Baptist University in Riverside, California. Dr. Stamps also served as an executive director for the Center for Baptist Renewal, a fellow for the Research Institute of the Ethics and Religious Liberty Commission, and a senior fellow for the Center for Ancient Christian Studies. Dr. Stamps is a published author and co-editor of multiple works. He has also published a number of journal articles and book chapters in the area of systematic theology. He continues to research historical theology.

He believes SC Prep is a needed option for the students of South Carolina and fully supports the initiative. Dr. Stamps is married and has 5 children. He desires to see education in South Carolina become better. He believes The South Carolina Preparatory Academy has the components to support virtual students to

success.

Mr. Mike Kuckel

Mr. Kuckel is the CEO of The Sovereign Financial Group of OneAscent. Mike co-founded the firm in 2017 after working with Merrill Lynch as a financial advisor. His previous experience includes working as the administrator and stewardship pastor of a large church in South Carolina. In addition, Mike is a pioneer and leader in Biblically Responsible Investing (BRI) which is an investment philosophy that focuses on investing according to your values and leads to human flourishing. He worked as a vice president of Stewardship Partners and as Regional Director of Broker Relations at the Timothy Plan mutual funds. Mike studied at Central Michigan University, where he graduated cum laude with a B.S in Business Administration with a Finance major and a concentration in Investments. After continuing his education at Central Michigan in the MBA program, he went to Southeastern Baptist Theological Seminary where he graduated with a Master of Divinity. Mike concurrently pursued the Chartered Financial Analyst (CFA) designation which he earned in 2006. His educational pursuits have been focused on the theological and practical foundations of biblical stewardship which has led to the founding of The Sovereign Financial Group of OneAscent.

Mike is married with 10 children. They live on a small farm in South Carolina where they enjoy spending time together and experiencing the farm life. Mike also serves as co-pastor at Greenville Community Church in downtown Greenville, SC. He also serves his community by serving on the boards of several community ministries.

Lt. Colonel Dena Garner, Ph.D.

Dr. Dena Garner is a full professor in the Department of Health and Human Performance, is the Director of Undergraduate Research and is the Assistant Provost for Research and Policy at The Citadel in Charleston, South Carolina. She started working at The Citadel in 2004 while completing her post-doctoral fellowship in the Department of Neurology at the Medical University of South Carolina, also located in Charleston. Before her move to Charleston, she worked at Oregon State University in Corvallis, Oregon where she also received her doctoral degree in exercise physiology. She received her Master's degree from the University of South Carolina in exercise physiology and an undergraduate degree from Furman University in Greenville, South Carolina.

She has been working in the area of mouthpiece use and effect on human performance since 2005 with studies that have focused on reaction time, lactate, and cortisol and the effect of mouthpiece use on

these parameters. In addition, her research has focused on mouthpiece use during steady state exercise and effects on oxygen and carbon dioxide exchange as well as the proposed mechanisms for positive effects on airway dynamics in a healthy population.

In addition to research in the area of mouthpiece use and effect on human performance, Dr. Garner is involved in a research study which encompasses testing and evaluating physiologic neuro-assessment devices in healthy versus traumatic brain injury populations. Related to this research she was awarded a multi-year grant from the Henry Jackson Foundation to assess neurologic assessment devices in healthy populations.

In her new roles as Director of Undergraduate Research and Assistant Provost for Research and Policy at The Citadel she works with The Citadel campus to promote research and scholarly activity in all departments. In addition, her job is to promote external grants to support faculty research and specifically to improve the faculty/student mentoring within these research grants. During the first year of directing undergraduate research she worked closely with the Provost and the departments to implement The Citadel SURE (Summer Undergraduate Research Experience) program in the summer 2017.

She is very excited to serve along side the committee of SC Preparatory Academy to bring a quality virtual school to the students of South Carolina.

Mr. Michael Acquilano, J.D.

Mr. Acquilano served as the Director of the South Carolina Catholic Conference for the Diocese of Charleston. Mr. Acquilano graduated from Bentley University in Boston, Massachusetts with a degree in Corporate Finance and Accounting. In 2009, he studied International Finance and Negotiations at Ecole Supérieure de Commerce de Rouen, one of the top business schools in Europe.

After returning from his studies in Paris, Acquilano lived in Odumasi Krobo, Ghana where he acted as a Business Consultant for Ghana Poultry Network (GAPNET). GAPNET's mission is to provide business development assistance through a micro-financing organization. He later received his law degree from Ave Maria School of Law in Naples, Florida.

Mr. Acquilano serves as a for several non-profit and Catholic organizations. Mr. Acquilano lives in Adams Run, South Carolina and is a member of St. Mary's Catholic Church on Yonges Island, SC.

Adam Neil

Adam Neil became the Managing Counsel for Litigation at the South Carolina Department of Revenue (SCDOR) in January 2019. In addition to litigating both tax and regulatory matters for the SCDOR, Adam provides oversight of all aspects of civil, criminal, and administrative litigation to the Department's Office of General Counsel for Litigation. Adam spent sixteen years in private practice with Murphy & Grantland, P.A. before entering public service. In addition to his work with the SCDOR, Adam has served as Assistant General Counsel for the South Carolina State Fiscal Accountability Authority. He has tried over forty cases to verdict and has handled matters in the state Court of Appeals and Supreme Court as well as the Fourth Circuit Court of Appeals.

A native of Frankfort, Kentucky, Adam obtained his Bachelor of Science degree in Economics and Finance from the University of Kentucky, magna cum laude. He went on to law school at Washington & Lee University in Lexington, Virginia where he was the Judge S. Leslie Mestrezat scholar and a member of the moot court board.

Adam has served in leadership with a variety of civic and professional organizations, most recently as a member of the of the South Carolina Defense Trial Attorneys Association. Adam is married to Courtney Neil, and they have four children.

## **2. Education/Charter Management Contracts**

**Complete this section only if the proposed charter school intends to contract with an EMO/CMO.**

**Not applicable?**

**Responses Selected:**

Select if this question is not applicable to your school

## **3. Administrative Structure/Building Leadership**

The application should include a description of the administrative structure/building leadership of the charter school.

Narrative Requirements:

- 1. Describe the administrative structure of the school.**

2. Describe the capacity and experience that will be sought for school leadership and management team members along with job descriptions of the administrative positions, including the school leader and any other administrative staff with a clear delineation of employee classification and who is responsible for employment decisions and oversight at each level. Explain how the capacity of the school's administrative team is tied to the mission, organizational sustainability, and student achievement.
3. Describe how a lead administrator will be hired and how the transition of leadership and charter committee responsibilities will happen.
4. Describe the nature and extent of parental, professional educator, and community involvement in the operation of the charter school.
5. Describe the capacity building plan for leadership and staff development with funding reflected in the budget.
6. Describe the process of evaluating the school leader and management company (if applicable).
7. **Additional Requirement for Replication Schools:**
  - Describe any involvement with the replication of existing successful public charter schools.

### 3. Administrative Structure and Building Leadership

Throughout the initial process of starting this charter school, the SCPA planning committee will oversee all aspects of the application and submission. Upon charter approval, the planning committee will immediately seek to hire a school director who holds valid administrative certification in South Carolina. The ideal candidate will also have at least one year of leadership experience, specifically in a virtual charter school. In the absence of principal certification, a candidate could qualify having at least one full year of experience in the field of school-based administration. The school director will then be responsible for hiring all additional staff according to the approved staff positions and within the approved budget. Once operational, the planning committee will transition to the Board of Directors. The board will have only one employee reporting directly to them, and that will be the school director. All other employees will report to the school director. The SCPA Board will follow the Carver Model of Board Governance.

During the first year of operation, there will only be one administrator for the school and that will be the school's director. Additional administrators may be hired as needed.

The school director will be someone who is committed to the mission of SCPA, which is to provide a highly motivational and rigorous curriculum, virtual in nature and classically based to middle and high school

students in South Carolina. The end result of this mission is to produce students who will be the future leaders of our state. The school leader will be someone who is committed to holding stakeholders to a high standard so that our students will rise to their greatest potential.

The school director will be evaluated by the board annually using the PADEPP instrument, or similar tool. The SCPA Board may contract with an outside entity to assist with the evaluation instrument. The school director will have the opportunity to respond to the evaluation in writing. Once the evaluation is complete, it will be presented to the board for review. The board will consider the evaluation when offering ongoing employment to the director. The board will inform the school director no less than 60 days of the end of their agreement term if they will terminate the agreement. If the director isn't notified within 60 days of the expiration date of the agreement, the school director's agreement will be deemed to have been renewed.

The school director will seek to listen to parent concerns and build relationships with SCPA's families through face to face events, phone calls, and other forms of communication. The school director will be a team player and seek to learn from and help other school directors within the charter community by attending meetings, conferences, and events that are appropriate for him/her to attend. Through our mentoring partnerships, the school director will seek to build relationships in the community to further the cause of producing future leaders for our state and to increase trust in the community. The mentor partnerships will be a cornerstone of our school.

The school director will participate in and arrange professional development sessions for the SCPA staff. The budget of SCPA has funds in the budget (Appendix X,Y) available for professional development and the master schedule (Appendix F) provides adequate time for professional development activities.

#### **4. Employees**

The application must provide an explanation of the relationship that will exist between the charter school and its employees. This must include evidence that the terms and conditions of employment are addressed with affected employees and their recognized representative, if any. In addition, proposed employment policies should be included. If the charter will contract with an EMO, the relationships between the school and the employees must be clearly stated in the application.

As charter schools are, by statute, public schools, employees of charter schools are public employees. Charter schools and their employees can, but are not required to, participate in the state retirement

fund. **If a charter contracts with an EMO, then those employees are not considered public employees and therefore do not qualify for state retirement or state benefits.**

Charter school law provides flexibility in hiring teachers, allowing a newly created charter school to hire noncertified teachers, not to exceed 25 percent of its faculty. A converted charter school may hire noncertified teachers, not to exceed 10 percent of its faculty. A noncertified teacher must be appropriately qualified for the subject matter taught, must have completed at least one year of study at an accredited college or university, and must meet the qualifications outlined in S.C. Code Ann. § 59-25-115. Elementary certified teachers may teach in any academic area and in any grades allowable by the status of their certification.

Charter schools must adopt an evaluation program for teachers; charter schools may elect to use the ADEPT Evaluation System, South Carolina TAP or adopt an evaluation program submitted for approval by the Office of Teacher Effectiveness.

The application must include a description of a reasonable grievance and termination procedure, including notice and a hearing before the governing body of the charter school. The application must state whether or not the provisions of Article 5, Chapter 25, Title 59 apply to the employment and dismissal of teachers at the charter school.

#### *Teacher Employment and Dismissal Procedures*

1. If the school will adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. § 59-25-410 *et seq.* (2004), include a letter of agreement from the sponsor as Appendix Item R.
2. **If the school does not adopt the procedures outlined in S.C. Code Ann. § 59-25-410 *et seq.* (2004), explain the school's employment and termination procedures that will provide for notice and a right to a hearing before the governing board.**

#### Narrative Requirements:

1. Describe the criteria that will be used in hiring teachers, administrators, and other school staff.

2. Describe the recruitment strategies that will be employed to achieve the desired quality of staff.
3. Include a statement that the school will ensure that at least one member of the administrativestaff holds a current SC certification of administration or has at least one year of experience in the field of school-based administration.
4. Describe the proposed evaluation process for teachers. Charter schools may use the ADEPT Evaluation System, SC TAP, or another evaluation system that has been approved by the Office of Teacher Evaluation.
5. Describe the process the school will use to communicate its employment policies and any policy changes.
6. Describe the grievance and termination procedures for the charter school's employees.

#### 4. Employees

Once the director is identified and hired, the planning committee will assist the director in seeking out qualified, certified candidates to fill the teaching positions outlined in planning the budget of this submission. Additionally, the planning committee will assist in seeking out quality individuals to fill the non-certified positions. The planning committee will post employment openings through various methods. Jobs will be posted on hiring sites such as CERRA.com and Indeed.com and will be advertised on the school's website and social media pages. If adequate qualified candidates are not found in a timely manner, the school may reach out to state universities who may have graduates seeking employment or the PCSASC who posts openings for South Carolina public charter schools on their site. The school director will interview the candidates and determine who will best serve the students of SCPA based on the criteria outlined in the qualification of the job descriptions. The school director will review the job description associated with the position and expectations of employment upon signing the employment contracts. Sample job descriptions can be found in Appendix P. Upon hire, the school director will communicate all employment policies and share the employment handbook. When and if the change school policies, it is the responsibility of the school director to communicate those changes to the employees through written communication such as email, or by forms requiring the signature of the employee indicating they were notified of changes. The school director shall have sole authority to offer employment agreements to school personnel. Only the school director will offer employment to qualified individuals and will remain within the school's proposed budget. The school's employment agreements will run with the school's fiscal calendar year from July 1st each year until June 30th of the following year. In year one, the new staff will receive a stipend for their time assisting the school's start up process, as their participation will be mandatory. This process is included in the school's start up plan in Appendix Q. At- will is a term used to describe a contractual relationship where employees may be dismissed by an employer for any reason, without warning, so long as the reason is within the perimeters allowable by

law. All SCPA employees will be hired under this understanding. Once hired, all employees will report directly to the school director who will perform all observations and evaluations with the approved instruments. However, in the future, assistant directors may be given this responsibility. The school director will initially report directly to the planning committee.

Under S.C. Code Ann. § 59-25-115, charter school law provides flexibility in hiring teachers, allowing a newly created charter school to hire non-certified teachers, not to exceed 25% of its faculty. A non-certified employee must still meet the appropriate qualifications for the subject matter they will teach. SCPA will make every effort to hire subject matter certified teachers for its operations, however, it may utilize the option to hire non-certified instructors if exceptional candidates become available.

Once operational, the planning committee will transition to the operating as the Board of Directors. The board will have only one employee reporting directly to them, and that will be the school director. All other employees will report directly or indirectly, to the school director. The school director will manage all employees. The school director will also perform all certified employee evaluations each year using the ADEPT instrument, rating employee's performance according to the requirements outlined in ADEPT. The school director will review the evaluation results with the employee within a timely manner. If the school director deems necessary, the employee will follow the recommendations of the director for improved instructional performance. Required improvements will be clearly outlined in the evaluation. If the employee does not make the needed improvements, the school director has the authority to terminate the employee. The school director will report terminations to the board in closed session, as private personnel matters and not for open public discussion. The SCPA Employee Handbook will outline the procedures for the employment and dismissal of teachers. The employee has the right to appeal to the board according to the school's grievance policy. If an appeal is made, the board will hear the employee's grievance. The board will vote on all closed session matters in open session for public record. The board will determine the outcome of such matters relative to employment termination concerns which are brought before them.

Should an employee be terminated, they have the right to appeal the decision through the grievance procedures. Upon termination, an employee will have ten (10) days to appeal to the to consider overturning the decision of the school director. If an employee makes an appeal, they must submit all supporting documentation to be considered at the time of appeal. If an employee submits an appeal, the school director must also provide documentation and rationale for the termination to the board for review. The will assign a sub-committee to review all information provided by the school director and the employee. The will have up to thirty (30) days to review the information provided by both parties. The board will announce a hearing within the thirty (30) days where both parties may answer the questions of

the board from the information provided earlier. The board will determine the outcome of whether the termination stands or is revoked. If the termination stands, the employee will not be allowed to continue employment. If the overrides the termination, the employee will be allowed to return to work and be compensated for lost wages during the time of review. If an employee makes an appeal more than ten (10) days after a termination, the board will not hear the appeal and the school director's decision remains final.

The school director will be evaluated by the board annually using the PADEPP instrument, or similar tool. The SCPA Board may contract with an outside entity to assist with the evaluation instrument. The school director will have the opportunity to respond to the evaluation in writing. Once the evaluation is complete, it will be presented to the board for review. The board will consider the evaluation when offering ongoing employment to the director. The board will inform the school director no less than 60 days of the end of their agreement term if they will terminate the agreement. If the director isn't notified within 60 days of the expiration date of the agreement, the school director's agreement will be deemed to have been renewed.

The South Carolina Preparatory Academy will not participate in the state retirement fund. The school will offer an alternative retirement planning option to its employees. Employees will be allowed to invest their income in a retirement plan provided by an outside source. The school will not match any employee funds during its first two years of operation. Beginning in year 3, the will review the school's financial status and determine if beginning a matching program is viable for SCPA. A retirement program will then be subject to vote in open session for board approval.

## **5. Enrollment**

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

The admission policies and procedures must provide that, subject to space limitations, the charter school admits all students who are eligible to attend public school in the school district where the charter school is operating. For schools sponsored by the SCPCSD and the board of trustees or area commission of a public or independent institution of higher learning, the enrollment is open to all students who are eligible to attend public school in the state. If the number of applications exceeds the capacity of a program, class, grade level, non-graded education groupings, or building, students must be accepted by

lottery, as specified in federal or state guidance. There is no appeal to the local school board of trustees.

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.

- If a charter school denies admission to a student for reasons other than the results of a lottery, the student may appeal the denial to the sponsoring district. The decision will be binding on the student and the charter school.
- In-district students will be given priority.
- Out-of-district student enrollment must not exceed 20 percent of the total enrollment of the charter school without the approval of the sponsor's board of trustees. The sending district must be notified immediately of the transferring students. Out-of-district students must be considered on the basis of the order in which their applications are received.
- If the 20 percent of out-of-district students are from one school district, then the sending district

must concur with any additional students transferring from that district to attend the charter school.

The application must describe how the charter school intends to ensure that the enrollment of the school reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter (S.C. Code Ann. § 59-40-50) as differing by no more than twenty percent from that population. The application must demonstrate timely, fair, and realistic procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district or the targeted school population.

If the sponsoring district is under a desegregation order or plan by the U.S. Department of Education's Office of Civil Rights, the applicant must provide assurance that the school will comply with the plan or order. To ensure compliance with a desegregation plan or order, the charter school applicant should request and receive a letter from the sponsor indicating whether the school will be subject to any desegregation plan or order.

For a prospective charter school that is subject to a desegregation plan or order, the application should demonstrate that the charter school's policies and procedures are in compliance with the desegregation plan or order. The school must request and receive an additional letter from the sponsor that indicates whether the charter school's proposed policies and procedures are in compliance with the desegregation plan or order in effect in the district or whether clarification must be received from the U.S. Department of Education's Office for Civil Rights.[AK1]

Narrative Requirements:[AK2]

1. Describe the policies and procedures that will guide the enrollment and withdrawal of students, including the proposed timeline to reach a diverse student population, processing of applications, lottery process if needed, and the appeal process for a student who is denied admission for a reason other than the lottery;
2. Describe the recruitment strategies that will be utilized. Provide a rationale for each one.
3. Explain how the community will receive information about the formation of a new charter school

and any upcoming lottery and enrollment deadlines;

4. Explain the notification of placement process and the timeline for parents to accept the placement or not;
5. Describe any enrollment priorities that will be granted by the school consistent with state charter school law.
6. Explain how the school intends to enroll out-of-district students, including estimated percentage of enrollment, notification to sending district, and approval procedures for receiving and sending districts (not applicable if applying with the SCPCSD as sponsor); and
7. Describe how the proposed charter school intends to ensure that enrollment reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than 20 percent from that population.

## 5. Enrollment

Surveys of interest from diverse families across South Carolina supporting a classically based, sound online curriculum indicate SCPA will open at full capacity. Interested families understand the benefit of mentors who will foster the social and emotional well being of their students as well as provide support for academic growth. The result is this application.

SCPA will serve grades 6th through 11th in its first year and welcome 100 students from all across South Carolina. In year two, SCPA will add 12th grade and serve our first senior class. Over the first five years of operation, we will expand our staff to accommodate a total enrollment of just over 1,000 students. The intent of the SCPA planning committee is to have a student population that mirrors that of the entire state through a marketing outreach effort extending to every community across South Carolina.

SCPA will be a tuition-free public charter school, authorized by the Charter Institute at Erskine, that is supported through state and local funding and open to all students who are residents of South Carolina. The basic application must be completed by the guardian. It must be signed by a legal guardian during open enrollment.

A sub-committee appointed by the Planning Committee is responsible for receiving and processing the applications, inclusive of notifying individuals by mail or email of receipt of their application. Upon approval of the Charter application, SCPA will begin accepting applications for enrollment. Approximately one month before applications are due, date reminders will be issued through the school's social media sites as well as through email communication to those families who have shown interest in SCPA. SCPA will also market by phone, email, or other electronic communication methods. Applications will be

completed online, but may be mailed or faxed to the administrative office. All applications must be received by the publicized closing date and are subject to any necessary lottery process.

If the number of student applicants exceeds the number of available slots, SCPA will hold a lottery to determine who will be admitted. The lottery will be held in a public location at an announced time and place. All students whose names are chosen after the slots are filled will be placed on a waiting list in the order their names are drawn. The applicants will be notified of the lottery results once it is completed. If there is sufficient interest, SCPA may request from the sponsor permission to enroll additional students. During the initial planning stages, efforts will be made to attract teachers and resources in preparation for this contingency. SCPA also has sufficient financial commitments from local supporters to meet such a need. (Appendix AA)

SCPA's planning committee will market across all geographical regions in South Carolina for the purpose of informing all residents of the school's plan to open. These efforts were intended to have the student demographics mirror the demographics of the entire state. All applicants who would like to attend and have a placement preference shall submit their names for acceptance prior to the lottery process. In selecting probable students, the application process will consider the following:

- Applicant sibling of a currently attending student (after the first year of operation);
- Applicant sibling of an accepted applicant applying for the same academic year;
- Children of SCPA employees;
- A child of the SCPA Planning Committee member as long as this applicant does not exceed 20% of the total enrollment; and
- First-time sibling applicants; Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

The lottery will be held in an open meeting and comply with S.C. Code Ann. § 59-40-50(B)(7). Only applications received prior to the established deadline will be eligible for lottery participation. All offers of acceptance and registration will be made in the order of the lottery results and established waiting list. No offer will be made to any student not properly entitled to the next available seat. All applicants offered acceptance will be required to respond affirmatively in writing within fifteen (15) calendar days and complete the enrollment packet. Those not responding (excluding declinations) will be placed on the waitlist. All parents (or guardians) of student applicants will be given written notice of their status as accepted for enrollment or placement on the waiting list.

Students denied admission to SCPA for reasons other than lottery results may appeal to the SCPA Board of Directors . The decision of the Board of Directors is binding on the student and SCPA. The parent (or

guardian) of any student denied admission for a reason(s) other than lottery results must adhere to the following appeal guidelines:

#### SCPA Appeal Guidelines

Within five (5) days of the event, provide to the SCPA , in writing, a notice of appeal citing the reason(s) for the appeal. The will read and respond to the appeal, in writing, within five (5) days. The Board of Directors reserves the right to conduct a hearing with the parent or guardian of the denied student. The Board of Directors retains final authority to uphold or revoke admission based on the appeal, and any subsequent hearing. All decisions of the must be finalized, in writing, within fifteen (15) days from the date of the appeal.

No student shall be denied equal opportunity for admission on the basis of race, sex, color, religion, handicap, marital status or national origin. Should the final enrollment of SCPA not reflect the required demographic makeup, SCPA will take all legal steps, if necessary, to inform and attract sufficient numbers of students to do so in accordance with S.C. Code Ann. Section 59-40-50(B)(7). SCPA will be open to all sixth through eleventh grade students in its first year. SCPA will add the twelfth grade in its second year. A completed basic application form, signed by the student's parent (or guardian) is required for all potential students.

SCPA is not under a disaggregation plan or order. (Appendix S)

#### **6. Student Conduct, Rights and Responsibilities**

The charter school application must include a description of student rights and responsibilities, including behavior and discipline standards, and a reasonable hearing procedure. The application must set forth an appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board.

The charter school application must include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures. The policy must set forth disciplinary actions to be taken by the administration for breaches of the student conduct policy.

The application must set forth an assurance that the charter school will comply with S.C. Code Ann. § 59-

63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.

The application must include an assurance that the charter school will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).

The application must contain the explanation of the policies with regard to student conduct, rights, and responsibilities that will be given to parents and students at the beginning of the school year.

Note that under The Individuals with Disabilities Act (IDEA) of 2004, the continued provision of FAPE for a student with a disability who is expelled from a public school remains with the LEA. The sponsor may have a policy or agreement with the charter schools within the LEA that puts the obligation on the school to ensure the continued provisions of a FAPE for expelled students. The SCDE, however, is required to hold the LEA responsible for the education of that student.

#### Narrative Requirements:

1. Describe the process and timeline for developing a student handbook and related policies; ensure that the discipline policy **complies** with the Family Education Rights and Privacy Act (20 U.S.C. § 1232) (FERPA).
2. Describe the student rights and responsibilities, including behavior and discipline standards and disciplinary actions to be taken by the administration for breaches of student conduct policy.
3. Provide a reasonable appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board, including notice and hearing procedures for the board of directors of the charter school.
4. Provide the process for addressing IDEA compliance regarding student discipline, suspension, and expulsion for students with IEPs and the continued provision of FAPE and a description of how the school will identify and address significant behavioral concerns, specifically as it relates to students with disabilities.
5. Discuss how the proposed plan protects students' rights including due process. How will the school ensure that the discipline policy does not disproportionately affect students with disabilities? Include the school's plans for conducting discipline hearings.

## 6. Student Conduct, Rights and Responsibilities

Upon charter approval, SCPA will seek the Planning and Implementation (P&I) Grant from the South Carolina Department of Education Office of School Transformation. Upon P&I approval, the planning committee of SCPA will partner directly with the PCSASC to develop student and family handbooks, as well as employment handbooks. The leader of the planning committee has been in contact with Carol Aust and Patti Rubenzer, both in leadership at PCSASC. Aust and Rubenzer have assured the planning committee of SCPA's membership in the incubator program upon P&I Grant approval. All handbooks will comply with applicable law, including the Family Education Right and Privacy Act (FERPA).

All students enrolled at SCPA must comply with the student code of conduct policy. The school will distribute a copy of the code of conduct to all parents and students. Parents and students will indicate they are aware of the requirements and agree to abide by the guidelines within it by signing the signature page and returning it as part of their completed enrollment packets. The code of conduct is as follows:

### Student Conduct

- Be respectful of others.
- Encourage and forgive others.
- Be kind; bullying is not tolerated.
- Communicate in an appropriate way with my teachers and peers.
- Tell the truth.
- Keep a positive attitude.
- Always do my own best work with academic integrity.
- Initiate communication with my teachers when I need help.
- Log into Canvas daily.
- Check my syllabus, gradebook, email and phone messages for all courses on a daily basis.
- \*Spending the required amount of time on my courses per week.
- Attend as many synchronous sessions as my schedule allows.
- \*Attend all mandatory synchronous sessions.
- \*Complete all mandatory interventions to which I am assigned.
- Use my time wisely by using my calendar.
- Admit mistakes and learn from them.
- Adhere to the conduct as outlined in the student handbook.

\*Students who fail to spend the time the law requires on their course work and/or fail to attend mandatory synchronous sessions and/or participate in mandatory interventions will be subject to a truancy prevention plan. If necessary, a student may be reported to the district of residence, and if a student is under the age of 17 may be reported to the DSS office in their county of residence.

Each student and their parent/guardian will sign the Code of Conduct and agree to abide by its provisions. When this standard of behavior is not met, the nature, seriousness, and frequency of the inappropriate behavior will determine the action taken. Students who fail to attend mandatory synchronous sessions and/or participate in mandatory interventions will be subject to a truancy prevention plan.

Students will also be expected to sign a student contract, outlining the consequences for failing to follow SCPA behavioral guidelines and the Code of Conduct. Students will be held accountable for their behavior in accordance with Board policy, as outlined in the student discipline code. Enforcement will be firm, but with an understanding of the age of the SCPA student(s). The goal is to understand the benefits of the Code of Conduct and voluntary compliance based on that understanding. The discipline procedures for SCPA applies while students are logged into Canvas, communicating with teachers and peers, or when students are attending a school-sponsored activity, and when participating in any activity sponsored by SCPA, whether virtual or face to face.

The following infractions, while not an exhaustive list, are unacceptable behaviors that may lead to suspension or expulsion:

- Bullying
- Insubordination
- Cheating
- Inappropriate behavior at face to face events, ie. making threats, bullying, physical aggression, possession of weapons, explosives, or fireworks.
- Unauthorized use of computer technology
- False alarms, bomb threats, 911 calls, threats against persons, or hoaxes.
- Profanity in person or in the synchronous lesson rooms
- Sexual harassment or discrimination based on race, color, sex, disability, national origin, ethnicity, or religion is not tolerated.

Students who do not follow the school's Code of Conduct are subject to disciplinary actions outlined

within the code of conduct. At the discretion of the School's Director the consequences can be maximized according to the best judgement of the school's director for the safety and well-being of the student and others as well as in the best interest of SCPA. If the school director suspends a student pending a board hearing for expulsion, the board will meet within 10 days of the suspension to determine if the child will be allowed to return to school, or if the student will be expelled from SCPA.

The will determine a sub-committee to hear the case of the school director and the student being reviewed for expulsion. At the hearing, the student is permitted to have legal representation. If the student will have legal representation at the hearing, the student's parent is to notify the school director within five (5) business days of the hearing.

The sub-committee may overturn the suspension and allow the student to return to class. In such a case, all absences will be excused and the student would have up to 10 days to complete missing work without penalty. If the sub-committee determines expulsion is the appropriate consequence, the sub-committee may announce their decision during the meeting.

If the sub-committee determines expulsion, the student may appeal to the full . The board will call a special meeting within ten (10) days to hear the perspectives of all involved. When an appeals hearing is scheduled and the student wishes to have legal counsel present, it is the student's responsibility to notify the SCPA at least five (5) business days in advance of the hearing. It is the right of the charter school to also have legal counsel and the same notice applies. Without proper notice by either party, the appeal will be rescheduled. An appeal can be heard either in open session (public invited) or in closed session (only the parties concerned present), at the choice of the student. Student shall notify the Board of his/her choice no less than 5 days before the hearing.

The Chair of the Student Appeals Committee (appointed by the ) shall preside at all hearings. He or she may seek the advice of the SCPA counsel at any time. General hearing procedure shall be:

- (a) Introduction of Committee Members/Superintendent/ legal counsel;
- (b) Introduction of /legal counsel/witnesses;
- (c) Introduction of charter school representatives/counsel/witnesses;
- (d) Presentation of case;
- (e) Presentation of charter school's case; and
- (f) Questions from the Committee.

Following questions, the Committee will deliberate in closed session. Following such closed session, the

Committee will then take a vote on the matter in open session and announce its decision to the . A written decision confirming the decision will be sent within ten (10) business days of the hearing. In compliance with S.C. Code Ann. § 59-63-235, any student who brings a firearm or weapon of any kind to campus, or a gathering organized by the school will be expelled.

Student conduct, rights, and responsibilities will be shared with and explained to parents at the beginning of the school year. SCPA will issue a student handbook explaining student's rights and responsibilities upon student registration. SCPA's Planning Committee will develop a proposed SCPA Student Handbook prior to the initial opening day for adoption by the elected Board. SCPA will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232). Parents may appeal disciplinary actions to the . All decisions of the must be finalized, in writing within fifteen (15) days from the date of the appeal. In compliance with IDEA, SCPA will ensure the continued provision of a FAPE for any student with a documented disability who is expelled from SCPA.

## **7. Transportation**

The SC Charter Schools Act of 1996 does not require charter schools to provide transportation for students but does allow for a charter school to enter into a contract with a school district or private provider to provide transportation to the charter school students. ***The law does, however, require an applicant to describe how the charter school plans to meet the transportation needs of its students.***

If the charter school will provide transportation by school bus, the application must include a plan that complies with the state requirements for drivers and training and the state safety requirements for school buses. If the charter school intends to contract with the district or a third party for transportation services, a description of those services and a proposed contract must be provided in the application. A charter school is not required to provide or facilitate transportation for students. If the lack of transportation is preventing students from attending, the charter school should provide a plan to address their transportation needs.

### Narrative Requirements:

1. Discuss the plan which will be put in place if the school is planning to provide transportation by

school bus (must comply with state regulations for driver and training and the state safety requirements for school buses).

2. Discuss the proposed transportation service if the school intends to contract with the local school district or a third party.
3. Regardless of the applicant's intention to contract with a third party for transportation services, describe how the proposed charter school plans to address the transportation needs of its students and, in particular, if the lack of transportation is preventing a child from attending school.

## 7. Transportation

SCPA is a virtual charter school and will not offer transportation on a daily basis as there is no need for transportation to be offered. During assessment times, students will need to report to the appropriate location for testing. In such cases where students are not able to provide their transportation an employee of SCPA will travel to their home to administer required assessments. SCPA will not contract with a transportation service, as it has allocated funds for travel to cover expenses associated with state testing. Transportation will not be a barrier for students who wish to enroll at SCPA. (Appendix U)



### III. Business Plan

Completed - Feb 1 2020

## III. Business Plan Form

### 1. Budget and Finance

The application should provide evidence that the plan for the charter school is economically sound, a proposed budget for the term of the charter, and a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the sponsor, is to be conducted.

The proposed budget should be based on reasonable estimates that reflect choices made throughout the rest of the charter application. In nearly all cases, the combination of facility costs, insurance, instructional materials, and staff salaries/benefits represents the bulk of spending in charter schools. As such, close attention should be paid to these areas. In addition to these areas, other items that need to be planned for financially include special education, various professional services, classroom supplies and

materials, general supplies and materials, liability insurance, and more. The budget must be based on documented State Department of Education estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(C). Please contact Dana Jones, at DNJones@ed.sc.gov to submit a request for a SCDE Per Pupil Estimate Review.

The budget and financial plan for the proposed charter school must include a five-year detailed budget and ten-year budget plan for revenues and expenditures. The plan should demonstrate diligent financial practices, clear alignment to the other components in the application, and strong oversight.

Provide documentation regarding the pupil accounting system, including evidence that the school will adhere to the procedures and regulations that are applied to public schools operating in South Carolina. The pupil accounting system must comply with the principles included in the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*, published by the SCDE at <https://ed.sc.gov/finance/financial-services/manual-handbooks-and-guidelines/>.

Include a summary of any negotiated services to be provided by the proposed sponsor (local school district, the SCPCSD, or the institution of higher education/technical college), including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.

In accordance with the South Carolina Charter Schools Act (S.C. Code Ann. § 59-40-50(B) (3)), a charter school must adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools. Also, in accordance with S.C. Code Ann. § 59-40-230(E) (10), a charter school must procure an outside annual certified financial audit on funds and submit it to the SCDE as required. As a charter school is a component unit of the sponsor, the audit report is required to be submitted to the sponsor to incorporate the school's audit report in the sponsor's audit report. Additionally, if a charter school receives more than \$750,000 in federal funding, the school is required to have a single audit.

#### Narrative Requirements:

Include the following in this section:

1. Describe the applicant team's individual and collective qualifications for implementing the

Financial Plan successfully, including capacity in the following areas: financial management; fundraising and development; and accounting and internal controls.

2. Discuss how the proposed budget will support the mission, vision, and educational program of the school. Describe how the proposed 5-year and 10-year budget support the successful implementation of the school's educational program and increasing student achievement. Highlight any unique instructional strategies or curricular components and how they will be funded. Explain the school's data-driven decision-making process in regards to resource allocations.
3. A detailed description of budget assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.
4. Describe any applicable state and federal money funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
5. Provide a summary of any negotiated services to be provided by the proposed sponsor (local school district, the SCPCSD, or the institution of higher education/technical college), including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.
6. Explain how the school will 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.
7. Describe how the school will maintain its books and records according to generally accepted accounting principles and will create an appropriate system of internal control.
8. Discuss planned client subcontracts to outside providers (if applicable).
9. Discuss the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies.
10. Indicate if the school plan to offer South Carolina Retirement System benefits to its employees? If so, describe the planning committee's understanding of the costs and restrictions associated with such benefits and how the school's budget will absorb applicable costs from year to year.
11. Discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation.

12. Describe the process of how the annual operating budget will be developed and refined each year based on student achievement data and mission driven priorities. Explain who will be involved in the process and how the budget may be amended during the year.
13. Explain in detail the year one [planning year] cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

## Budget and Finance

SCPA's proposed five-year and ten-year budget reflects the mission of the school to fund an effective motivational, rigorous curriculum, virtual in nature and classically based to middle and high school students in South Carolina. (See Appendices X and Y for the Five and Ten-Year Budget). As a model for such efforts, SCPA's budgetary philosophy makes allowances for employment offers in line with local district salaries to attract highly qualified and certified instructors, fund professional development opportunities for our staff to study classical integration into teaching and to provide all components of the CL curriculum to our staff to ensure the South Carolina State Standards are met through our instruction. All budget items are measured to determine worth in providing for and improving educational experiences. The five-year budget demonstrates SCPA's best effort to invest funds directly into the classroom.

Throughout the initial process of starting this charter school, the SCPA planning committee will oversee all aspects of the application and submission. Upon charter approval, the planning committee will immediately seek to hire a school director who holds valid administrative certification in South Carolina. The ideal candidate will also have at least one year of leadership experience, specifically in a virtual charter school. In the absence of principal certification, a candidate could qualify having at least one full year of experience in the field of school-based administration. The school director will then be responsible for hiring all additional staff according to the approved staff positions and within the approved budget. The school director will report directly to the . All other employees will report to the school director. The SCPA Board will follow the Carver Model of Board Governance.

The SCPA Planning Committee members possess the qualifications needed to implement a successful finance and budget plan. Alex Zelling is the owner of Palmetto Payroll Solutions and has served public and private entities in the area of financial services for over twenty years. Grant Weatherford has extensive experience in business development strategies, particularly in the area of finance.

The budget of SCPA, prepared for the purposes of this application was developed using actual expenditure data from local school districts and with the expertise of the certified public accountants and

advisors of McCay Kiddy. The basis for the revenue projection is the minimum funds anticipated per student. (See Appendix W for the Per Pupil Estimate Review) Additionally, the school will contract with McCay Kiddy for accounting financial services. McCay Kiddy will provide a cash flow budget for the Board of Directors and the School Director. This will be used as a guide to ensure SCPA operates within fiscally sound expenditures.

The employee allowances included in the budget reflect the staffing required to meet the initial faculty needs. The funds anticipated also reflect an assumption of 100 students in the initial year of school operations. (See Appendix V for the Student Enrollment Projection Form) This assumption is a valid assumption given that over 250 indications of interest have now been received by SCPA. SCPA does anticipate acceptance as a charter school planning and implementation grant recipient beginning with fiscal year 2020-2021. Funds received from the state will be based on the award percentage rate provided by the South Carolina Department of Education (SCDE).

Integrating classical instructional practices produces increased student academic achievement and aids in closing the achievement gap between high performing students and low performing students. Realizing most teachers are not classically trained in their college careers, SCPA has made allowance for professional development to ensure our teachers are well prepared to integrate classical literature as appropriate. Additionally, the budget allows for an academic coach to work directly with the staff in year one to ensure implementation of the curriculum with fidelity. Research shared in this application supports that following the curriculum design as intended will improve student performance. The current budget proposal also includes training through Carnegie Learning, Compass and PowerSchool. Training in the key areas will add to the success of our school.

SCPA will participate as applicable with the contracted services provided by the Charter Institute at Erskine. Such services include shared psychological providers to decrease the financial impact on the SCPA budget, yet continue to provide exemplary services to our students.

In accordance with statutory requirements, SCPA will undergo an annual single audit and will comply with all aspects of this mandate. The Single Audit Guide has been reviewed in detail; including current highlights, technical notes, audit requirements, and appropriate information in the Compliance Supplement. SCPA is knowledgeable of the compliance requirements and suggested audit procedures. The Board of Directors will engage an auditor no later than 120 days prior to the close of the fiscal year by soliciting three bids from independent Certified Public Accountant (CPA) firms and selecting the firm that best meets the needs of SCPA. The annual audit will encompass SCPA's financial and administrative operations and will be conducted in compliance with the law. The single audit report will meet the state requirements and the Board of Directors will receive, review, and approve the annual audit prior to

required submission to the Charter Institute at Erskine and required state agencies. Additionally, SCPA will adhere to accounting, reporting, and auditing procedures and requirements of the Charter Institute at Erskine and all public schools operating in South Carolina. However, SCPA will not offer SC Retirement System benefits. SCPA will remain fiscally solvent; adhere to generally accepted accounting practices; have no material breaches; address financial concerns; and follow the South Carolina pupil accounting system by designing, developing, and implementing a comprehensive Internal Fiscal Control System, including:

- Establishing financial policies and corresponding financial procedures to properly account for all revenue and expenses as directed in the Financial Accounting Handbook and the Funding Manual;
- Establishing policies to adhere to the reporting policies, procedures, and regulations of the South Carolina Pupil Accounting Manual and the South Carolina Student Accountability Manual;
- Ensuring that all accounting, reporting, and auditing procedures and requirements comply with the published specifications of the Office of District Auditing and Field Services contained in the
  - (a) Single Audit Guide,
  - (b) Financial Accounting Handbook, and
  - (c) Funding Manual.;
- Defining and adhering to Generally Accepted Standards of Fiscal Management;
- Developing and approving an annual operating budget for the upcoming fiscal year no later than June 30th of the preceding fiscal year;
- Maintaining appropriate records on a by-transaction basis thereby establishing our financial management system as audit ready at the conclusion of any given transaction;
- Making required reports (on-call, monthly, quarterly, annually) to the Board and external appropriate agents and agencies. Reports will be maintained and filed according to district, state, and federal requirements; and
- Identifying, reporting, and dealing with material breaches and financial concerns through corrective and preventative action protocols.

At the time of this application, SCPA does not have any liens, litigation history, or any sanctions from any local, state, or federal regulatory agencies. Grant funds were not included in the budget to show fiscal viability. SCPA possesses financial resources and active commitments for additional support. SCPA has procured a line of credit. If needed, these funds are available to meet financial start up needs and obligations. Documentation of these 'soft funds' are included in appendix AA. The SCPA Committee

established the line of credit to ensure the school's cash flow for year one is fiscally responsible.

## 2. Facilities

Charter schools may rent, lease, own, or otherwise finance facility space. In some cases, a school district may have an unused facility; in other cases, a charter school may share space with another tenant. With any facility, building permits, inspections, and a certificate of occupancy are required from the SCDE's Office of School Facilities (OSF) as the building official for all public schools. All facilities must meet applicable building codes, and the OSF is available to review and discuss proposed facilities to evaluate code and other life safety requirements. In addition, contact your community's planning and zoning department for necessary land-use permits and requirements.

Charter schools are required to comply with all traffic management regulations. SC Department of Transportation (SCDOT) School Traffic Engineering will visit and evaluate your site and provide you with traffic requirements for your school traffic. The evaluation may require a traffic study and the charter school is responsible for all costs associated with necessary improvements such as road widening and addition of traffic lanes.

### Narrative Requirements:

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
  - Identify any other significant facilities needs not already specified, including: playground, large common space for assemblies and other large group meetings, athletic facilities, and other special considerations (identify and explain).
2. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities.
3. For virtual schools, provide a plan for maintaining student records and school records, including financial records, at a designated central office of operations.
4. If a facility has been identified, include the address of the facility, a description of the facility, and the name and address of the owner of the facility.
  - If entering into a lease agreement, describe the material terms of the agreement. What specific buildout is required? What are those estimated costs?
  - A description of the planning committee's contingency plan should the lease or planned purchase fall through.
5. If a facility has not been identified, specify a plan for obtaining such a facility and include a

description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.

- A discussion of the planning committee’s process for obtaining facilities.
6. A description how the school’s facilities plan is aligned with the projected enrollment growth outlined in the charter application.

## 2. Facilities

SCPA is a virtual charter school and does not need a facility to hold day to day operations and classes. Accordingly, Appendices BB, CC, DD, and EE described in the charter application instructions are not required. However, SCPA will rent a space to house the school’s paper records, such as student files. This location will also include a secure location suitable for storing secured testing items. This office also provides adequate space for the day to day office activities for SCPA. Upon charter approval, the planning committee will engage in a formal lease agreement. The cost of this facility is included in the budget.

## 3. Insurance Coverage

The application must include a description of the types and amounts of insurance coverage to be obtained by the charter school. The application must address, but is not limited to, the following types of insurance: workers’ compensation, liability, property, indemnity, and automotive. **All requirements should be placed in the support documents.**

### Narrative Requirements:

All requirements for this section will be in the support documents.



### Appendix Items Information

Completed - Feb 1 2020

## Appendix Items Information

The table below presents the appendix items that correspond to specific sections of the application.

Applicants are encouraged to use this table to ensure that their application includes all required appendix items. Items in the table noted with \*\*, indicate they are required only if applicable.

The first support document is the Signature Certification Page. Print the Signature Certification Page (page 46) and obtain the appropriate signatures from the chair of the charter committee. Note: this form includes certification of the SCDE Statement of Assurances for Charter Schools. Retain the copy of the statement of assurances included in this document (pages 44–45) for your records and ensure that each signatory has a copy of the document. By signing the Signature Certification Page, the signatories assure that they will comply with all the assurances for public charter schools in South Carolina. **The sponsor representative and the charter school committee chair will sign the bottom of this form after the school is approved.**

Once completed, include a copy per the instructions on page 5. **Applications that do not include the signed Signature Certification Page will not be reviewed or considered for approval.**

<b>Application Section</b>	<b>Appendix Item</b>
<i>Section I</i>	<i>Educational Plan and Capacity</i>
Executive Summary	<i>No appendix items in this section</i>
1. Evidence of Need and Community Support	A. Signature Certification Page B. **Evidence of Notification C. Evidence of Support D. **Conversion School Support E. **Private School Support
2. Curriculum and Instructional Model	F. School Calendar and Daily Schedule G. Supporting Documents for Educational Plan H. List of Teaching Positions I. **Virtual School List of Courses
3. Serving Students with Disabilities	J. **Agreement with Sponsoring District
4. Goals, Objectives, and Assessment Plan	<i>No appendix items in this section</i>
<i>Section II</i>	<i>Organizational Plan and Capacity</i>

1. Governing Board	<p>K. Charter Committee</p> <p><b>L. Bylaws</b></p> <p>M. Articles of Incorporation</p> <p><b>N. Organizational Chart</b></p>
2. Education/Charter Management Contracts	O. **EMO/CMO Documentation
3. Administrative Structure/Building Leadership	<p>P. Sample Job Descriptions</p> <p><b>Q. School Start-Up Plan</b></p>
4. Employees	R. **Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 <i>et seq.</i> (2004)
5. Enrollment	S. **Letter(s) from Sponsor regarding Desegregation Plan or Order
6. Student Conduct, Rights, and Responsibilities	T. Draft Discipline Policy
7. Transportation	U. **Transportation Services Contract
<b>Section III</b>	<b>Business Plan and Capacity</b>
1. Budget and Finance	<p>V. Student Enrollment Projection Form</p> <p>W. SCDE Per Pupil Estimate Review</p> <p>X. Five-Year Budget</p> <p>Y. Ten-Year Budget</p> <p>Z. **Memorandum of Agreement for Negotiated Services</p> <p><b>AA. Documentation of any “Soft Funds”</b></p>
2. Facilities	<p>BB. **Floor Plan of Identified Facility</p> <p>CC. **Proposed Lease or Rental Agreement</p> <p>DD. **Documentation from SCDE’s Office of</p>

	School Facilities  EE. **Documentation from SCDOT School Traffic Engineering
3. Insurance Coverage	FF. Applicable Insurance Documents

 A. Signature Certification Page  
Completed - Feb 1 2020

## Signature Certification Page

# Statement of Assurances for Charter Schools

*For informational purposes only. The applicant certifies to abide by these assurances by signing and submitting the Signature Certification Page. Keep a file copy of both documents.*

**As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for [ \_(name of school)\_ ] is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the school and its governing board**

- A. 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. S.C. Code Ann. § 59-40-40(2)(b)**
- B. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located. S.C. Code Ann. § 59-40-40(2)(d)**
- C. Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or, in the case of the South Carolina Public Charter School District (SCPCSD) or a public or independent institution of higher learning, the local school district in which the charter school is located. S.C. Code Ann. § 59-40-50(B)(1)**

- D. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(2)**
- E. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(3)**
- F. 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.**
- G. Will use the same pupil accounting system as required of public schools and districts.**
- H. Will employ noncertified teachers in a ratio of up to 25 percent of its entire teaching staff (10 percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in the Elementary and Secondary Education Act (ESEA). S.C. Code Ann. § 59-40-50(5)**
- I. Will employ one administrative staff member who is certified or experienced in the field of school administration. S.C. Code Ann. § 59-40-50(6)**
- J. Will be secular in its curriculum, programs, governance, and all other operations. S.C. Code Ann. § 59-40-40(1)**
- K. Will comply with the Freedom of Information Act. S.C. Code Ann. § 59-40-50(10)**
- L. Will comply with the ESEA legislation and applicable provisions of the SCDE's ESEA waiver.**
- M. Will adhere to all provisions of reporting student truancy, discipline incidents, and persistently dangerous situations as required by ESEA.**
- N. Will assume liability for the activities of the charter school and will indemnify and 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 which 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. S.C. Code Ann. § 59-40-60(F)(15)**
- O. Will report to its sponsor and the SCDE any changes to information provided under its application in a timely manner. S.C. Code Ann. § 59-40-140(H)**
- P. Will report at least annually to its sponsor and the SCDE all information required by the sponsor and by the SCDE, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff. S.C. Code Ann. § 59-40-140(H)**

- Q. 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. S.C. Code Ann. § 59-40-50(B)(1)**
- R. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. S.C. Code Ann. § 59-40-50(B)(1)**
- S. Will comply with S.C. Code Ann. § 59-63-235 (2004), which provides for the expulsion of any student who brings a firearm to school.**
- T. Will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).**
- U. Will comply with any school district desegregation plan or order in effect. S.C. Code Ann. § 59-40-60(F)(9)**
- V. Will adhere to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form.**
- W. Understand that, as a charter, we gain autonomy to make decisions in exchange for accountability to our authorizer.**

**Signature Certification Page**

**Name of Proposed School**

The South Carolina Preparatory Academy

**Mailing Address (if known)**

P. O. Box 216

**City**

Cross Hill

**State**

South Carolina

**Zip Code**

29332

**Name of Applicant Group**

The South Carolina Preparatory Academy Planning Committee

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**Sponsor Name (local school district board, SCPCSD, or institution of higher education/technical college)**

Charter Institute at Erskine

**Certification:**

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

**Signature of Charter School Committee Chair**

A handwritten signature in black ink that reads "Tracey Williams". The signature is written in a cursive style with a large initial 'T' and a long horizontal stroke.

**Date**

Jan 27 2020

**Authorization:**

We hereby certify that this charter application has been duly authorized by the sponsor listed above. This authorization indicates that the terms of this application constitute a contractual agreement between the two organizations represented below pursuant to Section 59-40-60 of the South Carolina Charter School Act (1996). According to state and federal guidelines, charter schools must provide evidence of improved student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA). Sponsors must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school’s charter. Each sponsor and charter school must enter a contractual agreement stating that student performance of all students described in Section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school’s charter. ***The sponsor representative and the charter school committee chair will sign below after the school is approved.***

**Charter School Committee Chair Name:**

Tracey Williams

**Signature**

**Date**

Jan 27 2020

**Sponsor Representative Name:**

Charter Institute at Erskine

**Signature**

**Date**

Jan 27 2020



**B. Evidence of Notification**

**Completed** - Feb 1 2020

(if applicable) — In the case of the applicant applying to the SCPCSD or a public or independent institution of higher learning sponsor, the applicant, upon submission of a charter school application, shall provide notice of the application to the local school board of trustees in which the charter school will be located for informational purposes only. The

applicant shall also notify the local delegation of a county in which a proposed charter school is to be located and shall also provide a copy of the charter school application upon request by a member of the local delegation.

**B**

Filename: B\_Evidence\_of\_Notification\_SPCA.pdf Size: 440.4 kB



**C. Evidence of Support**

Completed - Feb 1 2020

Letters or other documents indicating support from parents and the community (do not include a list of potential students). One method that may be used to protect the identity of potential students is to submit the information to an independent third party of the applicant's choosing and have them provide a notarized affidavit certifying that there is documented family interest in enrolling their child in the school.

**C1**

Filename: C1\_Notarized\_SC\_Prep\_Student\_Interest.pdf Size: 817.6 kB

**Sage Automotive Letter of Support**

Filename: Sage\_Automotive\_Letter\_of\_Support.pdf Size: 292.5 kB

**Renfroe Industrial Letter of Support**

Filename: Renfroe\_Industrial\_Letter\_of\_Support.pdf Size: 256.7 kB

**Eastern Industrial Supply Letter of Support**

Filename: Eastern\_Industrial\_Supply\_Letter\_of\_Support.pdf Size: 502.0 kB

**Tri County Technical College Letter of Support**

Filename: Tri\_County\_Technical\_College\_Letter\_of\_Support.pdf Size: 93.0 kB

**Congressional Letter of Support**

Filename: Congressional\_Letter\_of\_Support.pdf Size: 302.4 kB



**D. Conversion School Support**

Completed - Feb 1 2020

(if applicable)—evidence that two-thirds of the faculty, instructional staff, and parents voted to support filing the application to convert the school from a traditional school to a charter school

**D**

Filename: D\_Conversion\_School.pdf Size: 15.8 kB



**E. Private Schools**

Completed - Feb 1 2020

(if applicable) —evidence that the enrollment of the converted private school for the most recently completed school term before the date of the proposed conversion to a charter school reflects the racial composition of the local school

district in which the converted private school is located

## E

**Filename:** E.\_Private\_School\_Documentation.pdf **Size:** 15.9 kB



## F. School Calendar and daily schedule

**Completed** - Feb 1 2020

School Calendar and daily schedule for the Academic year for each division of the proposed school (elementary, middle, and high as applicable); must reflect a minimum of 180 instructional days per year and six hours of instructional time per day, or its equivalent weekly (S.C. Code Ann § 59-1-425).

### F1

**Filename:** F1.\_School\_Calendar\_2020-2021.pdf **Size:** 178.9 kB

### F2

**Filename:** F2.\_Synchronous\_Class\_Schedule\_Sample.pdf **Size:** 78.2 kB

### F3

**Filename:** F3.\_Typical\_Day\_in\_the\_life\_of\_a\_Virtu\_LtCdRxc.pdf **Size:** 91.0 kB

### F4

**Filename:** F4.\_Typical\_Day\_in\_the\_life\_of\_a\_Virtu\_TNIU2QM.pdf **Size:** 89.7 kB



## G. Supporting Documents

**Completed** - Feb 1 2020

G. Supporting Documents for the described educational program – if needed, the applicant may include supporting documents to supplement their outlined educational program as “Appendix Item G”

### Image 1 Typical Day in the Life of a Virtual Student

**Filename:** Image\_1\_Typical\_Day\_in\_the\_Life\_of\_a\_V\_wPbOwho.pdf **Size:** 107.6 kB

### Image 2 Typical Day in the life of a Virtual Teacher

**Filename:** Image\_2\_Typical\_Day\_in\_the\_life\_of\_a\_V\_y0ycVeL.pdf **Size:** 91.0 kB

### Image 3 South Carolina Middle School Results 2019

**Filename:** Image\_3\_South\_Carolina\_Middle\_School\_R\_X4AnfCp.pdf **Size:** 29.4 kB

### Image 4 South Carolina High School Results 2019

**Filename:** Image\_4\_South\_Carolina\_High\_School\_Res\_GrP8H6v.pdf **Size:** 31.1 kB

### Image 5 College and Career Readiness 2019

**Filename:** Image\_5\_College\_and\_Career\_Readiness\_2019.pdf **Size:** 95.3 kB

### Image 6 Academic Goals for SCPA

**Filename:** Image\_6\_Academic\_Goals\_for\_SCPA.pdf **Size:** 180.7 kB

## G1

**Filename:** G1.\_Carnegie\_ELA\_Passport\_Learning\_Supports.pdf **Size:** 1.9 MB

## G2

**Filename:** G2.\_Carnegie\_Math.pdf **Size:** 1.7 MB

## G3

**Filename:** G3.\_Carnegie\_Middle\_Math.pdf **Size:** 609.4 kB

## G4

**Filename:** G4.\_Edmentum\_Programs\_.pdf **Size:** 103.6 kB

## G5

**Filename:** G5.\_Graduation\_Requirements.GradeLevel\_tC9TdeX.pdf **Size:** 56.5 kB

## Footnote 1

**Filename:** Footnote\_1.\_Is\_a\_Virtual\_Education\_the\_QY6Tr5n.pdf **Size:** 247.4 kB

## Footnote 2

**Filename:** Footnote\_2.\_Five\_main\_benefits\_of\_onli\_ozFXkLP.pdf **Size:** 81.4 kB

## Footnote 3

**Filename:** Footnote\_3.\_Best\_High\_Schools\_in\_South\_cSyH4rn.pdf **Size:** 570.0 kB

## Footnote 4

**Filename:** Footnote\_4.\_SC\_Connections\_Academy\_Report\_Card.pdf **Size:** 871.6 kB

## Footnote 4

**Filename:** Footnote\_4.\_Page\_2\_SC\_Virtual\_Report\_Card.pdf **Size:** 882.1 kB

## Footnote 5

**Filename:** Footnote\_5.\_At-risk\_youth.pdf **Size:** 203.2 kB

## Footnote 6

**Filename:** Footnote\_6.\_School-Based\_Mentoring\_Programs.pdf **Size:** 442.4 kB

## Footnote 7

**Filename:** Footnote\_7.\_EdReports\_\_\_Carnegie\_Learn\_QN0VOfG.pdf **Size:** 630.0 kB

## Footnote 8

**Filename:** Footnote\_8.\_Building\_Knowledge\_\_\_Ameri\_Z5FjQ6O.pdf **Size:** 2.0 MB

## Footnote 9

**Filename:** Footnote\_9.\_Why\_is\_cultural\_literacy\_i\_7XATGov.pdf **Size:** 84.3 kB

## Footnote 10

**Filename:** Footnote\_10.\_Walnut\_Hills\_\_No.\_1\_in\_the\_state.pdf **Size:** 597.1 kB

## Footnote 11

**Filename:** Footnote\_11.\_Boston\_Latin\_School\_in\_Bo\_rCr5NWs.pdf **Size:** 740.4 kB

## Footnote 12

**Filename:** Footnote\_12.\_Thomas\_Jefferson\_Class\_Ac\_LEkFZys.pdf **Size:** 813.0 kB

## Footnote 13 Research Mentorship training – NRMNet

Filename: Footnote\_13\_Research\_Mentorship\_traini\_U2RTZxD.pdf Size: 2.5 MB

## Footnote 13 Page 2 Research Mentor Training – NRMNet

Filename: Footnote\_13\_Page\_2\_Research\_Mentor\_Tra\_GXl9BbO.pdf Size: 456.1 kB

## Footnote 14

Filename: Footnote\_14.\_Introduction\_to\_Classical\_ZupRNMY.pdf Size: 195.3 kB

## Footnote 15

Filename: Footnote\_15.\_Teaching\_the\_Great\_Books\_\_xiYqZR3.pdf Size: 221.0 kB

## Footnote 16

Filename: Footnote\_16.\_Effective\_Upper\_School\_Te\_9gcLz8U.pdf Size: 173.0 kB

## Footnote 17

Filename: Footnote\_17.\_Teaching\_Three\_Great\_Book\_VfwkMOd.pdf Size: 236.7 kB

## Footnote 18

Filename: Footnote\_18.\_Professional\_Development\_\_M3SWkDG.pdf Size: 299.9 kB

## Footnote 19

Filename: Footnote\_19.\_Martin-VirtualPrograms.pdf Size: 256.1 kB

## Footnote 20

Filename: Footnote\_20.\_Speical\_Education\_Guide.\_\_AP7PvF5.pdf Size: 315.2 kB

## Footnote 21

Filename: Footnote\_21.\_NAEP\_Report\_Cards\_-\_Home.pdf Size: 909.0 kB

## Footnote 22

Filename: Footnote\_22.\_9\_Interventions\_That\_Impr\_TU9s4sa.pdf Size: 180.7 kB

## Footnote 23

Filename: Footnote\_23.\_Digital\_vs.\_Paper\_in\_Math\_w3ljlFY.pdf Size: 2.5 MB

## Footnote 24

Filename: Footnote\_24.\_THE\_TOOLBOX\_REVISITED\_Pat\_xJNm7jP.pdf Size: 680.8 kB

## Footnote 25

Filename: Footnote\_25.\_A\_national\_portrait\_of\_ch\_of9x6d8.pdf Size: 336.1 kB

## Footnote 26

Filename: Footnote\_26.\_The\_On-Track\_Indicator\_as\_x81siEl.pdf Size: 170.7 kB

## Footnote 27

Filename: Footnote\_27.\_S2016\_Chronic\_Absenteeism.pdf Size: 1.5 MB

## Footnote 28

Filename: Footnote\_28.\_How\_mentors\_can\_improve\_a\_uVqyZ76.pdf Size: 306.4 kB

## Footnote 29

Filename: Footnote\_29.\_Does\_Class\_Size\_Impact\_St\_a46pw8v.pdf Size: 1.8 MB

## Ten Point Grading Scale

Filename: Ten\_Point\_Grading\_Scale.pdf Size: 23.6 kB



### H. List of Teaching Positions

Completed - Feb 1 2020

List of Teaching Positions, grade(s), ad content areas the teachers will instruct and the required qualifications/certifications

H

Filename: H.\_List\_of\_Teaching\_Positions\_Staff\_1.pdf Size: 43.2 kB



### I. Virtual School List of courses

Completed - Feb 1 2020

I

Filename: I.\_Virtual\_School\_List\_of\_Courses\_9CRGYIe.pdf Size: 86.0 kB



### J. Agreement with Sponsoring District for Special Education Services

Completed - Feb 1 2020

J. Agreement with Sponsoring District for Special Education Services (if applicable)

J1

Filename: J1.\_Agreement\_with\_Institute\_at\_Erskin\_16DZOx9.pdf Size: 725.9 kB



### K. Charter Committee

Completed - Feb 1 2020

Charter Committee —resumes of charter committee members

K1

Filename: K1.\_Tracey\_Williams\_Resume.pdf Size: 119.4 kB

K2 - Dr

Filename: K2\_-\_Dr.\_Luke\_Stamps\_Resume.pdf Size: 179.6 kB

K3 - Mike Kuckel's Resume

Filename: K3\_-\_Mike\_Kuckels\_Resume.pdf Size: 82.4 kB

K4

Filename: K4.\_Grant\_Weatherford\_Resume.pdf Size: 63.2 kB

K5 - Dena Garner 's Resume

Filename: K5\_-\_Dena\_Garner\_s\_Resume.pdf Size: 252.1 kB

## K6 - Mr

Filename: K6\_-\_Mr.\_Michael\_Acquilano\_J.D..pdf Size: 47.5 kB

## K7 - Alex Zelling

Filename: K7\_-\_Alex\_Zelling.pdf Size: 43.8 kB

## K8

Filename: K8.\_Adam\_Neil\_Resume.pdf Size: 77.1 kB



## L. Bylaws

Completed - Feb 1 2020

Bylaws must reflect the SC Nonprofit Corporation Act and should clearly include:

- The election process of the governing board, including when elections will occur and the voting procedures. Procedures should include that parents/legal guardians will have one vote for each student enrolled in the school. In addition, each employee will have one vote.
- Detailed plan for dissolving the charter committee and instituting the first governing board. Procedures should specifically describe how nominations will be taken, when the vote will occur, how eligible voters will cast their ballots, and when training will be provided for these governing board members.
- Explanation of powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision-making process, how board members are elected or appointed, and when this takes place.
- An explanation of the proposed board meeting frequency and focus, and the role of any standing subcommittees.
- A description of the relationship between the governing board and the school administrator, which includes the amount of authority the governing board will convey to the school administrator.
  - A statement that the proposed charter school and its governing body will comply with the FOIA.

## L

Filename: L.\_South\_Carolina\_Preparatory\_Academy\_Bylaws.pdf Size: 159.3 kB



## M. Articles of Incorporation and signed Certificate of Incorporation.

Completed - Feb 1 2020

## M

Filename: M.\_SCPA\_Articles\_of\_Incorporation.pdf Size: 1.5 MB



## N. Organizational Chart

Completed - Feb 1 2020

Organizational Chart (include school administration, employees, and the relationship to the sponsoring district).

## N

Filename: N\_Organizational\_Chart\_WeS1jE9.pdf Size: 138.0 kB



### O. EMO/CMO Documentation

**In Progress** - Last edited: Feb 1 2020 - Hidden from applicant

EMO/CMO Documentation:

1. Term sheet – for the proposed management of the charter school to include clear performance measures and contract severance provision(s)
2. Conflict of Interest Form(s) –for any individual of an EMO/CMO with which the planning committee plans to partner
3. Proposed EMO/CMO Management Agreement/Contract to include:
  - i. the scope of services and costs of all resources to be provided by the EMO/CMO;
  - ii. the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the EMO/CMO;
  - iii. the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed; and
  - iv. the conditions that both the EMO/CMO and the school must satisfy for the management agreement to be renewed. On what grounds may the EMO/CMO or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.
4. Copy of EMO's/CMO's SC business license
5. Draft copy of employee contract
6. Copy of the EMO/CMO employee policy manual
7. Evidence of the financial health of the EMO/CMO – include the most recent independent financial audit report of the organization and its most recent annual report.

## O

Filename: O\_EMO\_\_\_CMO\_Documentation.pdf Size: 17.0 kB



### P. Sample job descriptions

**Completed** - Feb 1 2020

Sample job descriptions (for administrators and key employees)

## P

Filename: P\_Sample\_Job\_Descriptions\_UkODxmB.pdf Size: 152.7 kB



### Q. School start-up plan

**Completed** - Feb 1 2020

## Q



## R. Letter of Agreement

Completed - Feb 1 2020

Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 et seq. (2004), if applicable

R

Filename: R.\_Letter\_of\_Agreement\_from\_Sponsor\_R\_dEjvvs4.pdf Size: 90.4 kB



## S. Letter(s) from Sponsoring District Regarding Desegregation Plan or Order

Completed - Feb 1 2020

Letter(s) from Sponsoring District Regarding Desegregation Plan or Order (if applicable)

S

Filename: S.\_Desegregation\_Exemption.pdf Size: 109.5 kB



## T. Draft Discipline Policy

Completed - Feb 1 2020

A draft policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures that meet state law. Include the hearing procedures for the charter board appeals process for students recommended for expulsion. Must also comply with S.C. Code Ann. § 59-63-235, which provides for the expulsion of any student who brings a firearm to school.

T

Filename: T.\_Discipline\_Policy\_E0vtaJ2.pdf Size: 67.8 kB



## U. Transportation Services Contract

Completed - Feb 1 2020

U. Transportation Services Contract (if applicable)

U

Filename: U.\_Transportation\_Services\_Contract.pdf Size: 18.1 kB



## V. Student Enrollment Projections Form

Completed - Feb 1 2020

# Student Enrollment Projections Form

## **Student Enrollment Projections Form**

If the proposed charter school will not enroll students from one or more grade-level, please select the "N/A" option for that grade level.

### **Name of Charter School**

The South Carolina Preparatory Academy

## Student Enrollment Projections for 10-Year Charter

None None

	N/A	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2029- 30	2030- 31
Pre-Kinder garten	✓										
Kinder garten	✓										
First	✓										
Second	✓										
Third	✓										
Fourth	✓										
Fifth	✓										
Sixth	✗	36	54	72	90	108	126	144	144	144	144
Seventh	✗	36	54	72	90	108	126	144	144	144	144
Eighth	✗	36	54	72	90	108	126	144	144	144	144
Ninth	✗	36	54	72	90	108	126	144	144	144	144
Tenth	✗	36	54	72	90	108	126	144	144	144	144
Eleventh	✗	36	54	72	90	108	126	144	144	144	144
Twelfth	✗	18	36	54	72	90	108	126	144	144	144



W. SCDE Per Pupil Estimate Review

Completed - Feb 1 2020

W

Filename: W\_SCDE\_Charter\_PPE\_-\_January\_1.pdf Size: 57.5 kB



## X. Five-Year Detailed Budget

Completed - Feb 1 2020

(an Excel spreadsheet showing realistic assumptions and their basis, a cash-flow projection of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the application narrative in educational plan and other related sections). **Do not save as a pdf.**

X

Filename: X.Y.\_SC\_Prep\_5\_and\_10\_Year\_Budgets.xls Size: 296.4 kB



## Y. Ten-Year Budget Plan

Completed - Feb 1 2020

Ten-Year Budget Plan (an Excel spreadsheet). Do not save as a pdf.

X

Filename: X.Y.\_SC\_Prep\_5\_and\_10\_Year\_Budgets\_B7fJy6f.xls Size: 296.4 kB



## Z. Memorandums of Agreement

Completed - Feb 1 2020

Memorandums of Agreement for Negotiated Services (for any negotiated services to be provided by the sponsor or a third party, if applicable).

Z

Filename: Z.\_Memorandum\_for\_Service.\_McKay\_Kiddy.pdf Size: 1.6 MB



## AA. Documentation of Any "Soft Funds"

Completed - Feb 1 2020

Documentation of any "soft funds," such as grant money or donations that have been received or are likely to be received.

AA

Filename: AA.\_Documentation\_of\_Soft\_Funds.pdf Size: 6.8 MB



## BB. Floor Plan of Identified Facility

Completed - Feb 1 2020

BB

Filename: BB.\_Floor\_Plan\_of\_Identified\_Facility\_AjEhLDb.pdf Size: 16.6 kB



## CC. Proposed Lease or Rental Agreement (if applicable)

Completed - Feb 1 2020

CC

Filename: CC.\_Draft\_of\_Proposed\_Office\_Lease\_1.pdf Size: 159.2 kB



## DD. Documentation from the SCDE's Office of School Facilities

Completed - Feb 1 2020

DD

Filename: DD.\_Documentation\_from\_SCDE.pdf Size: 16.8 kB



## EE. Documentation from SCDOT School Traffic Engineering

Completed - Feb 1 2020

EE

Filename: EE.\_Documentation\_form\_the\_SCDOT\_Schoo\_i8iTY61.pdf Size: 17.4 kB



## FF. Insurance Documentation

Completed - Feb 1 2020

The application must include a description of the types and amounts of insurance coverage to be obtained by the charter school. The application must address, but is not limited to, the following types of insurance: workers' compensation, liability, property, indemnity, and automotive. **All requirements should be placed in the support documents.**

Upload the following:

- Include a description of workers' compensation insurance and the amounts.
- Include a description of liability insurance and the amounts to be obtained by the charter school. The minimum policy must cover the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2013)).
- Include a description of the insurance to cover loss to the school building and contents for fire and theft.
- Include a description of indemnity insurance against civil and criminal liability for the charter school to protect the sponsor, the members of the board of the sponsor, and the employees of a sponsor acting in their official capacity with respect to all activities related to the charter school.
- Include a description of automobile insurance and both property and liability insurance.
- Indicate whether the charter school will obtain any other type, or types, of insurance. For each type, include a description and estimated cost of coverage.
- Insurance Documents—for each type of insurance listed, a statement from a South Carolina–licensed insurance company or the state insurance reserve fund stating the charter school applicant's ability to secure

the insurance and an estimate of the cost of the insurance, if available.

FF

Filename: FF\_Insurance\_Letter.pdf Size: 94.1 kB

FF

Filename: FF\_Insurance\_Description.pdf Size: 124.5 kB



## Charter Institute at Erskine Sponsor Addenda Information

Completed - Feb 1 2020

A charter school sponsor has the ability to request information in addition to the standard application requirements. This section contains the additional requests of the Charter Institute at Erskine. Please complete all Charter Institute Sponsor Addenda in the designated sections.

## Appendix Items Information

The Charter Institute at Erskine has requested the following addenda in addition to the standard application template. You will complete each addenda as an individual task in the subsequent sections.



## Charter Institute at Erskine Sponsor Addenda Responses

Completed - Feb 1 2020

## Form for "Charter Institute at Erskine Sponsor Addenda Respo

# Application History Questionnaire

**To provide the board of directors for the charter institute at Erskine with all facts associated with your charter application, please provide the following:**

1) Has your planning team applied for a charter in the past? If yes, indicate what year, and how many times did you applied.

2) If your application was denied, please provide us a copy of the letter sent from the sponsor as an attachment in "Charter Institute at Erskine Addenda Attachments."

3) Have you ever been granted a charter by another sponsor? If yes, indicate what year.

4) Is the school still in operation? If yes, please provide the student academic performance and school financial statement based on the recent annual report as an attachment in "Charter Institute at Erskine Addenda Attachments."

5) If the previous charter was revoked, please provide a copy of the declaration letter(s) listing the reasons for revocation as an attachment in "Charter Institute at Erskine Addenda Attachments."

1. The South Carolina Preparatory Planning Committee has not previously applied for a charter.

2. N/A

3. N/A

4. N/A

5. N/A

## Church and State Compliance

If the school plans to enter into a contract or lease agreement with a church or other religious organization, please respond to the following questions with as much detail as possible. If a question is not applicable, please indicate in your response the reason that the question does not apply.

1. Is there a church or other religious organization connected to the school building?
2. What proportion of the School's planning committee/governing board are also officers, board members, or employees of the church or other religious organization? Also, what proportion of the School's planning committee/ governing board are members of the church or other religious organization?
3. Will there be any shared time programs with the church or other religious organization?
4. If the church or other religious organization is connected to the school building, does the school building have a separate entrance? Is the separate entrance clearly marked and identified?
5. Will there be any religious symbols, pictures, or statues in the school building? Will there be any religious symbols, pictures, or statues in the classrooms and common areas used by school students?
6. Does the church or other religious organization conduct any programs in the building during school hours? If so, will those programs and the school share common areas in the building or at the building site (e.g., bathrooms, teacher's lounge, playground, or lunchroom)?
7. Does the school have its own signage separate from the church or other religious organization to indicate that it is not organized by or affiliated with the church or other religious organization?
8. Does the school and church or other religious organization plan to share employees, textbooks, or services such as food services and transportation?
9. Is the school parking lot separate from the church or other religious organization parking lot?
10. Is the school being operated or organized by the church or other religious organization? Will the school have any organization, ties, or affiliations with the church or other religious organization that would be prohibited by state and federal constitutional laws?

11. Will there be any other tenants occupying the school building? If so, please list those additional tenants by name (including church or other religious organization personnel).
  
12. Are there any provisions in the proposed lease agreement requiring the school to teach or promote religion?
  
13. Describe how the school's planning committee/governing board will notify the general public that the school is a public school and that it is not operated by or affiliated with a church or other religious organization.
  
14. Is the agreed rental rate comparable to that being charged for structures of similar size in the same geographical location?
  
15. Did the school search for other potential sites? If so, please describe the search efforts.
  
16. Is the church/religious organization building used for any other public functions?
  
17. Does the lease agreement include any restrictions on the school's curriculum or activities?
  
18. Are any restrictions or conditions imposed by the church/landlord or lease relating to what kind of clubs or other religious groups can be at the school?

SCPA does not plan to enter into a contract or lease with a church or any other religious organization.

# Racial Composition

Ensuring comparability in student composition to the resident district of the pro-posed school location is critical. Beyond the narrative and requirements of other sections of the standard application, the Institute is seeking specific information around the school's plans to comply with this law.

1. Please provide enrollment plan details that pertain to satisfying this particular requirement. This should include information on marketing and recruitment that may be distinct for diverse populations, as well as ongoing efforts that will be implemented beyond school opening to ensure these levels of compliance are maintained. Consideration should be given to school plans for monitoring composition and adjusting efforts if noncompliance occurs.

2. Above and beyond application requirements related to transportation: ensure this section of your submission specifies solutions to potential transportation barriers that may exist for all student groups and families to access your school.

3. Include information about your plans for offering food services to students enrolled in your school. This should include your decisions to utilize a vendor or provide unsubsidized meals, participate in services with an area School Food Authority (SFA), or plans to become a SFA. Your proposal should also include information for food services to students who forget or may be unable to provide a meal.

1. SCPA's planning committee will market across all geographical regions in South Carolina for the purpose of informing all residents of the school's plan to offer educational advantages to students in areas of the state that currently lack the availability of AP and dual enrollment courses. These efforts are intended to have the student demographics mirror the demographics of the entire state. SCPA will continue to employ marketing strategies that include website advertisement, social media postings, Facebook ads, in-person information sessions, and virtual information sessions.

2. N/A We are virtual.

3. N/A We are virtual.

# Alternative Education Campus (AEC) Programming

South Carolina's law allows each school, with its authorizer's approval, to request designation as an Alternative Education Campus (AEC). AECs are defined as schools that have a specialized mission and serve either a special need and/or an at-risk population, where more than 50% of students have either an Individualized Education Program (IEP) or 85% of students meet the definition of a high-risk student.

1. Identify the particular high-risk student population or populations your school will be focused on serving. Be sure your application specifically addresses how your recruitment and marketing will reach the high-risk student populations required for designation.
2. Describe how the proposed model is scalable, measurable, and sustainable at its proposed size, and with consideration of any independent or wraparound supports and services.
3. Include goals and objectives to supplement your application goals that specifically address evaluation of student engagement.
4. Detail how the proposed model will address student transition and/or student readiness for post-completion activity and success.
5. Provide evidence of compliance with requirements related to the establishment of an AEC in accordance with Section 59-40-111. Additional state information can be found here: <https://ed.sc.gov/districts-schools/student-intervention-services/alternative-schools/>.

We are not requesting designation as an Alternative Education Campus.



Charter Institute at Erskine Sponsor Addenda Attachments

Completed - Feb 1 2020

You will need to upload any and all applicable Charter Institute at Erskine Sponsor Addenda attachments in this section.

## Charter Institute at Erskine Sponsor Addenda

**Filename:** Charter\_Institute\_at\_Erskine\_Sponsor\_Addenda.pdf **Size:** 43.9 kB