

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM STATE EDUCATIONAL AGENCY
CFDA # 84.282A
PR/Award # U282A100010**

OMB No. 1894-0006, Expiration Date:
Closing Date: MAY 07, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 5/6/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: NA	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: South Carolina Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 576000286	* c. Organizational DUNS: 069313609	
d. Address:		
* Street1:	1429 Senate Street, Suite 1005	
Street2:		
* City:	Columbia	
County:	Richland	
State:	SC	
Province:		
* Country:	USA	
* Zip / Postal Code:	29201	
e. Organizational Unit:		
Department Name: Public School Choice and Innovation	Division Name: Innovation and Support	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Mr.	* First Name: Joel
Middle Name:	E	

* Last Name: Medley

Suffix:

Title: Charter School Education Associate

Organizational Affiliation:

South Carolina Department of Education

* Telephone
Number:

(803)734-5481

Fax Number:

(803)734-2034

* Email: JMEDLEY@ED.SC.GOV

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282A

CFDA Title:

Charter Schools Program State Educational Agency

*** 12. Funding Opportunity Number:**

ED-GRANTS-032310-002

Title:

Office of Innovation and Improvement: Charter Schools Program (CSP): State
Educational Agencies CFDA 84.282A

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Statewide

*** 15. Descriptive Title of Applicant's Project:**

Creating High-quality Academic Reform Through Effective Resources
South Carolina C.H.A.R.T.E.R.

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 6

* b. Program/Project: 123456

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 8/1/2010

* b. End Date: 7/31/2015

18. Estimated Funding (\$):

a. Federal	\$ 3420319
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program	\$
Income	
g. TOTAL	\$ 3420319

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Jim
Middle Name: H
* Last Name: Rex
Suffix:

Title: State Superintendent of Education

* Telephone Number: (803)734-8500 Fax Number: (803)734-3389

* Email: GRANTS@ED.SC.GOV

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 South Carolina Department of Edu...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 67,140	\$ 96,455	\$ 102,429	\$ 108,466	\$ 114,567	\$ 489,057
2. Fringe Benefits	\$ 20,814	\$ 21,438	\$ 22,081	\$ 22,743	\$ 23,425	\$ 110,501
3. Travel	\$ 27,859	\$ 28,114	\$ 33,105	\$ 24,780	\$ 25,075	\$ 138,933
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 14,089	\$ 18,973	\$ 21,071	\$ 22,529	\$ 23,697	\$ 100,359
6. Contractual	\$ 40,509	\$ 73,750	\$ 76,790	\$ 77,586	\$ 72,231	\$ 340,866
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 3,245,000	\$ 4,600,000	\$ 4,990,000	\$ 4,990,000	\$ 4,990,000	\$ 22,815,000
9. Total Direct Costs (lines 1-8)	\$ 3,415,411	\$ 4,838,730	\$ 5,245,476	\$ 5,246,104	\$ 5,248,995	\$ 23,994,716
10. Indirect Costs*	\$ 4,908	\$ 6,259	\$ 6,610	\$ 6,622	\$ 6,680	\$ 31,079
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 3,420,319	\$ 4,844,989	\$ 5,252,086	\$ 5,252,726	\$ 5,255,675	\$ 24,025,795

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 2%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 South Carolina Department of Edu...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Jim H. Rex

Title: State Superintendent

Date Submitted: 05/05/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: SC Department of Education Address: 1429 Senate Street, Suite 1005 City: Columbia State: SC Zip Code + 4: 29201-3730 Congressional District, if known: 06	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: US Department of Education	7. Federal Program Name/Description: Charter Schools Program CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): The SC Department of Education Address: does not employ lobbyists. City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): The SC Department of Education Address: does not employ lobbyists. City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Jim H. Rex Title: State Superintendent of Education Applicant: South Carolina Department of Education Date: 05/06/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

South Carolina Department of Education
--

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Dr.	First Name: Jim	Middle Name: H
Last Name: Rex	Suffix:	
Title: State Superintendent of Education		

Signature: _____	Date: 05/06/2010
------------------	------------------

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : CSP 2010 GEPA Statement

File : C:\Documents and Settings\GSWidner\My Documents\CSP 2010 GEPA Statement.doc

South Carolina Department of Education
Statement of Compliance
General Education Provisions Act (GEPA) Section 427

The South Carolina Department of Education (SCDE) ensures equitable access to, and participation in, all federally assisted programs awarded to the SCDE for all students, teachers, and other beneficiaries with special needs. For *Creating High-quality Academic Reform Through Effective Resources* (SC C.H.A.R.T.E.R.), partners will be required to provide all activities and services in accessible formats for all participants, contractors, and evaluators. We will ensure that all buildings and facilities used for project activities, technical assistance, and meetings are ADA-compliant. All project activities will be available through assistive technologies upon request. Project partners are mandated by federal law to comply with ADA. Training materials will be provided upon request in a variety of modalities including print, Braille, auditory form, and experiential activities. The Charter Program web site will be maintained in accordance with SCDE guidelines and industry recommendations to ensure proper access.

SC C.H.A.R.T.E.R. will not prohibit participation of any particular gender, race, national origin, color, disability, or age. South Carolina charter schools and their authorizers must remain in full compliance with the Individuals with Disabilities Education Act (IDEA) to receive federal funds and retain their public school status. In their subgrant application, charter school applicants will sign an assurances indicating they 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; and adhere to all provisions of federal law relating to students with disabilities, including IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Joel E Medley

Address:

* Street1: 1429 Senate St, Room 708A
Street2: The Rutledge Building
* City: Columbia
County: Richland
* State: SC* Zip / Postal Code: 29201 * Country: USA

* Phone Number (give area code) (803)734-5481 Fax Number (give area code) (803)734-2034

Email Address:

JMEDLEY@ED.SC.GOV

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Abstract Attachment Form

Attachment 1:

Title: **CSP 2010 Abstract final.pdf** Pages: **1** Uploaded File: **C:\Documents and Settings\GSWidner\My Documents\CSP 2010 Abstract final.pdf**

Creating High-quality Academic Reform Through Effective Resources
SC C.H.A.R.T.E.R.
SOUTH CAROLINA DEPARTMENT OF EDUCATION (SCDE)
1429 Senate Street
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Charter schools have increased steadily since South Carolina enacted its charter school law in 1997. Charter schools have an unlimited potential for growth as the state has no cap on the number of charter schools or their enrollments. As a result, charter school enrollment has increased 124% over the last two years, and the South Carolina Public Charter School District, the statewide authorizer, has become the state's 37th largest district (of 86). South Carolina continues to refine its state-level charter programming and support to foster high quality charter schools. Our charter program aligns with South Carolina's educational goals to assure a quality education for every child, close existing achievement gaps, and offer public-school choice.

South Carolina proposes *Creating High-quality Academic Reform Through Effective Resources* (SC C.H.A.R.T.E.R.) to meet needs identified through the *EDFacts* charter profile, previous CSP grant evaluations, and quantitative and qualitative analyses of charter schools receiving Federal funds. SC C.H.A.R.T.E.R. will 1) Increase the number of high quality charter schools in South Carolina; 2) Increase the awareness and understanding of the charter model in South Carolina; 3) Improve student outcomes for secondary charter school students who are at-risk of not meeting state standards; and 4) Support charter school efforts at sustainability through fiscal responsibility, sound governance, and effective leadership.

Strategies include intensive training and technical assistance to help groups develop feasible, ambitious charter schools, charter applications, and CSP subgrant applications. SC CH.A.R.T.E.R. requires a one-year planning period for authorized charters to ensure that charters, upon opening, will be viable schools ready to foster student achievement. Our plan cultivates charters that serve at-risk students in high poverty areas, target closing achievement gaps (especially focused on gender, African American, and disabilities) and serve geographic areas currently without charter schools. A Leadership Academy will prepare charter principals. All strategies and activities are designed to cultivate statewide understanding and application of a high quality charter as "a financially viable, choice-driven innovation that produces student achievement and stakeholder satisfaction through effective leadership."

Expected outcomes include 40 new high-quality charter schools, 10 new authorizers, greater awareness and support for the charter model throughout the state, improved student achievement, and decreased student achievement gaps. This program meets the purposes of CSP by increasing understanding of the charter model, developing more high-quality charter schools, providing technical and financial assistance for groups to plan and implement charter schools, and evaluating effects on students, administration, and communities. The SCDE will use SC C.H.A.R.T.E.R. to participate in statewide, regional, and national efforts to develop and disseminate best practices on charter schools.

South Carolina requests a waiver of section of Section 5202(c)(1) to expand to a five-year or sixty-month grant period to offer the full range of services under our plan and, with our partners, to ensure the viability, sustainability, and quality of charter schools. To implement SC C.H.A.R.T.E.R., we request \$24,025,795 over the five-year grant period.

Project Narrative

Application Narrative Attachment Form

Attachment 1:

Title: **CSP 2010 Narrative final.pdf** Pages: **61** Uploaded File: **C:\Documents and Settings\GSWidner\My Documents\CSP 2010 Narrative final.pdf**

SC C.H.A.R.T.E.R
 South Carolina Department of Education
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1. COMPETITIVE PREFERENCE PRIORITIES

Preference Priority 1: Periodic Review and Evaluation

The South Carolina *Charter Schools Act* (1996; Appendix A) mandates that each charter school be reviewed periodically to determine whether the school is making adequate progress and should continue operation. Section 59-40-110(A) of the Act requires a charter school to submit an annual report to its authorizer for review and that authorizers “shall annually evaluate” the charter school and that “results must be used in making a determination for nonrenewal or revocation.” A minimum of three items are required in the annual report: enrollment numbers, certification status of staff, and student success in meeting the goals of the charter. The South Carolina Department of Education (SCDE) is currently urging that the annual report include three additional items: proficiency and growth analysis of the achievement gaps in the school, financial performance and sustainability of the charter, and board performance standards.

Authorizers use annual reviews to place schools on action plans or, if necessary, revoke the charter. Each charter school’s goals include meeting the Adequate Yearly Progress (AYP) standards required by the *Elementary and Secondary Education Act* (ESEA). Thus far, typical authorizer practice has been to terminate a charter, whether by direct revocation or nonrenewal, after three consecutive years of failing to make AYP. Currently, two charter schools are under revocation for not meeting AYP.

Each charter school is held accountable to the same state and Federal academic standards as all other public schools. The SCDE issues annual report cards for all public schools, including charters, which are posted to the agency’s website (<http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/ReportCardPortal.html>). Each charter school’s report card can be found within the appropriate authorizing district’s report card or within the “type” of school

(elementary, middle, or high), and the statewide authorizer, South Carolina Public Charter School District (SCPCSD), receives a report card as well. These report cards include the charter schools' performance on state standardized assessments and whether they attained AYP.

In addition, with this CSP funding, the SCDE Charter Program will initiate and require an annual quality review and evaluation of each public charter school as a condition of receiving a Federal charter school program subgrant. Details about the annual quality review and evaluation are provided in the Evaluation section. The SCDE will contract with an external evaluator experienced with charter school programming, 21st Century Grant Services, to assist in this process and provide the evaluation of the entire CSP grant. Their evaluation will focus on authorized charter schools in the process of planning and implementing charter schools operations. Our evaluators will meet at least once with the authorized groups going through their mandatory planning year¹ but will increase their number of evaluative site visits as these groups open their authorized charter schools. This organization performed a three year review of the South Carolina's previous CSP grant (2006–2010), with results released September 2009.

As agent for charter schools and the CSP grant program, the SCDE has a specific review process for charter schools. The SCDE employs a Charter Associate (who serves as CSP Project Director) to monitor all charter schools and provide/coordinate training during the planning year that charters must attend (at least three meetings). Further, to continue receiving Federal funds during the planning phase, the SCDE has created a series of benchmarks, presented in the chart below, that subgrantees must attain (with evidence) before they can access additional funding.

¹ The State Board of Education (SBE) requires that every approved charter school go through a planning year to ensure they are making the necessary strides to open. Appendix B contains the SBE regulations for charter school applications, including the requirements and subsequent timelines that stipulate the planning year.

Benchmark	Benefit
Successfully passing through the Charter School Advisory Committee and are officially chartered by their authorizer	Initial 1/3 of Planning funds available for reimbursement
Evidence the school is making progress toward opening on time: <ul style="list-style-type: none"> ➤ Marketing plan for diverse groups implemented ➤ If authorizer placed conditions on the charter, progress must be shown that contingencies are being resolved ➤ Initiation of seeking and hiring educational staff ➤ Office established to answer public inquiries ➤ School policies are being drafted and adopted ➤ Verified contact with the Office of School Facilities and potential site identified ➤ Previous funds are, at least, half expended 	1/3 of Planning funds available for reimbursement
Evidence that the school will open as planned and agreed upon by authorizer: <ul style="list-style-type: none"> ➤ Planning committee members have completed the free, online SCDE board training ➤ Administrator under contract ➤ Few staff openings remain and those hired meet state certification requirements ➤ Enrollment nearly completed and date of lottery planned or was already implemented ➤ Previous funds are expended 	Final 1/3 of Planning funds available for reimbursement

With support from the Charter Associate and program evaluators, school leaders will commit to a continuous improvement management process that will feature data-based decision-making for Planning and Implementation phases. The schools will conduct a battery of self-assessments and will provide that information to the Charter Associate and grant evaluators. The grant evaluators then conduct site visits that examine/use these self-assessments to validate the school's choices through evidence collection. The generated site-visit reports provide neutral evaluations of the school's progress toward their selected goals.

The Charter Associate plans to visit the school at least once a year, conduct one phone interview, elicit formatted school reflections, collect annual reports on the school's progress, and gather yearly data sheets on each subgrantee. This data is contained in the Subgrant Monitoring Packet (Appendix C). This data, along with those collected by the evaluation team on their

visits, will be used to assess each subgrantee's challenges and successes. Evaluation findings will be presented promptly to the school so that they may address any deficiencies.

Each charter school is required to provide an annual report to its authorizer that includes the number of students enrolled and the identity/certification of its staff. Central to these annual reports is evidence that the charter schools are making progress in meeting the goals and objectives of their charter. If progress is not being made or is minimal, the charter must provide additional information about how programmatic changes will help overcome the identified shortcomings. Pending legislation in the SC General Assembly requires authorizers to compile and forward an annual report from each charter school to the State Board for review. This process will ensure that authorizers are collecting and considering these reports while also informing the State Board about the performance of charter schools and authorizers statewide.

To be renewed, each charter school must submit a renewal plan to its authorizer, and that plan must contain, at a minimum, a report on the school's progress "in achieving the goals, objectives, pupil achievement standards, and other terms of the initially approved charter application" and a "financial statement that discloses the costs...for the charter school." Current legislation is awaiting final vote in the SC Senate to bring uniformity to the state's renewal process by requiring the SCDE to develop and disseminate a charter renewal template. Once developed, the SCDE will seek input from charter school principals and authorizing districts to ensure that the template is useful for both entities.

Preference Priority 2: Number of High-Quality Charter Schools

The number of charter schools in South Carolina has increased steadily since the state established its charter school law in 1997. Currently, 37 charter schools are operating in the state, with 12 more approved to open in August 2010, including those authorized by local

districts (LEAs) and by the statewide authorizer, the SC Public Charter School District (SCPCSD). Since inception in South Carolina, charter schools have been seen as a critical component of public school choice.

Beyond the normal “brick and mortar” structure, charter schools may offer virtual services aligned with state law Section 59-40-40(1) Section 59-40-65 as amended in 2007, of the Charter Schools Act. Since the passage of this law and the opening of the SCPCSD, virtual charter schools have steadily increased. In their first year (2008-09), three virtual charter schools served approximately 2,500 students. In 2009-10, two additional schools opened, bringing the state’s total to five. Virtual charter schools now serve 6,100 students.

Between the 2007-08 and 2008-09 academic years, charter school enrollments grew by 65% to more than 9,000 students, reflecting the largest one-year enrollment boost in our state’s charter history. Currently, more than 12,000 students are enrolled in charter schools.

Charter Schools in South Carolina			
Year	# New Charter Schools	# Closed Charter Schools	Total # Charter Schools
2005-2006	7	2	25
2006-2007	5	1	29
2007-2008	1	1	29
2008-2009	7	1	35
2009-2010	4	2	37

South Carolina’s definition of a high quality charter school is “a financially viable, choice-driven innovation that produces student achievement and stakeholder satisfaction through effective leadership.” Our application process has refined into a quality focus so that only high quality charters are approved, and only authorized charter schools can apply for subgrants. As detailed below, South Carolina has a clear direction for cultivating only the highest quality charter schools, as explained in Selection Criteria (i) below.

The key to accountability is two words: “high quality.” In the early days of the charter school movement, a great deal of effort was extended to increase the number of charter schools without focusing on quality; however, this is no longer the case. South Carolina’s charter schools are subject to all federal regulations such as the ESEA, The *Individuals with Disabilities Education Act* (IDEA), and the state’s own accountability system (which predates reauthorization of ESEA as *No Child Left Behind*). Each charter application must contain provisions indicating how the school will meet both federal and state accountability standards.

South Carolina is serious about maintaining a charter school program that focuses on quality services for children. As with other states, South Carolina has experienced terminations of charters: 17 charter schools have closed. Twelve of the 17 voluntarily relinquished their charters; five others were direct revocations. Four of these direct revocations resulted from the charter schools failing to make adequate academic progress, as defined by the authorizer, or to meet the approved goals for student achievement in the charter application.

South Carolina is pleased that our efforts to support charter schools have resulted in 75% (28 of 37) of charter schools operating longer than three years. As a result of rigorous application and planning process, our efforts to provide training and technical assistance, and the sharing of best practices, the frequency of closed charter schools has decreased over time, and currently averages less than one closing a year.

Charter schools, as with all other public schools, are held accountable for attaining Adequate Yearly Progress (AYP), with one exception: charter schools that do not meet AYP as promised in their charter applications can and will be closed. South Carolina’s charter application specifies that each applicant state their plan for making AYP. If authorized, this plan becomes the contract by which the charter school is held accountable for making AYP. The

authorizer is responsible for oversight of student academic performance as stated in the SC Charter Schools Act, Section 59-40-110(C), and authorizers, according to typical practice, revoke charters that have not met AYP for three consecutive years.

Type of School	Number of Schools	Number Meeting AYP	Percentages
Traditional Public	1195	217	19.5%
Charter	29	6	22.2%

In recent years, charter schools have slightly surpassed their traditional public school counterparts regarding AYP. The chart above presents data from 2007-08 based upon the most recent *EDFacts* charter profile for South Carolina (Appendix D). Of the charter schools that did not make AYP, 10 made progress in addressing the subgroups that did not meet AYP as evidenced by increasing the number of sub-groups that did meet the required standards. Further, nine schools increased their number of sub-groups through student enrollment growth allowed in their charter. Thus, only four charter schools made no progress in meeting AYP.

South Carolina’s plan for this CSP funding, *Creating High-quality Academic Reform Through Effective Resources* (SC C.H.A.R.T.E.R.) is based on our definition of a high-quality charter school (as defined earlier). This plan includes intensive attention, assistance, and training for groups as they plan charter schools and write their charter applications. This level of assistance is designed to help charter groups think through the educational needs of their identified student populations and, thereby, produce higher quality applications. For those applications that are then authorized, technical assistance will be delivered, during the SBE-mandated planning year, to these groups focusing on turning the written word into a living, public school. Before these schools ever open, their principals will go through a Leadership Academy to prepare them for the differences between traditional and charter school administration. Partnerships with Francis Marion University’s Center of Excellence to Prepare

Teachers of Children of Poverty, as well as Fierce, Incorporated, will enable new charter schools to gain professional development tailored to their students’ needs (see Appendix E).

In addition, the SCDE is currently studying high-quality and high-performing charter schools in our state, and our findings will be shared to help charter schools with a continuous improvement process. Authorizing districts will also receive additional technical assistance to help them understand the requirements for high quality charter applications. Finally, annual site visits by the grant’s evaluators to each school will provide direct assistance in a continuous improvement plan for each school. All these elements will enable South Carolina to increase the number of charter schools and, most importantly, ensure that each school has the best opportunity for viability and every charter student has the best opportunity for achievement.

Preference Priority 3: One Authorizer Other than an LEA and an Appeals Process

Section 59-40-40(4) of the SC Charter Schools Act allows for multiple authorizers. A charter developer group can pursue as their authorizer the local school district/LEA where the proposed charter school would be located, or the statewide authorizer created in 2005, the SC Public Charter School District (SCPCSD).

South Carolina has 85 geographic school districts, and currently 16 of those districts have authorized charter schools. The statewide authorizer, the SCPCSD, is completing its second year of operation, with seven schools currently operating under its auspices, and six more are slated to open next school year. The distribution of charter schools is presented below.

Type of Authorizer	# Authorizers	# Charter Schools
Local School District/LEA	16	30
Statewide Authorizer	1	7

The SCPCSD serves as the LEA for its authorized charter schools. It is developing expertise by focusing on quality applications and authorizing, which it believes will lead to

quality achievement in its charter schools. The SCPCSD has an 11-member board, a superintendent/executive director, and staff devoted to helping their charter schools. Evidence of the SCPCSD’s commitment to quality is seen by already revoking a charter due to low academic quality with fiscal issues and denying applications that would not create quality schools.

The South Carolina Legislature created the SCPCSD as another avenue for charter developer groups with the intent that the SCPCSD would serve as a model of charter authorizing so that local school districts could improve their practices. In a break with state funding procedures, the SCPCSD receives 100% of the base student cost, whereas the state average for other districts/LEAs is approximately 70%. Further, the law protects charter schools: Section 59-40-110(G) allows a school whose charter is not renewed for non-legislated reasons to apply immediately to the SCPCSD; if the SCPCSD authorizes that school, then the local LEA that failed to renew the charter faces a punitive loss of its commensurate local funding.

Year	Local School Districts	SCPCSD	Total # Charter Schools
2007-2008	29	0	29
2008-2009	30	5	35
2009-2010	30	7	37
2010-2011	36	14	50

South Carolina’s multiple authorizer system is working to assist in opening and operating high quality charter schools. Twelve new charter schools have been authorized to open in August 2010; one school has requested a year delay because of facility constraints. If the 11 new charters open, Richland School District 2 in the capital city will open its first charter school, and the SCPCSD will expand its number of operating schools. The table above includes charter applicants that have been authorized to open in August 2010. Two applications to the SCPCSD and one application to a local district could have opened in 2009-10, but they are having difficulty finding adequate facilities for their schools. Pending legislation before the SC

Statehouse would create a Public Charter School Revolving Loan fund to allow charter schools to receive loans with better terms than they could receive in the open market.

According to Section 59-40-70(C) of the SC Charter Schools Act, an authorizer can deny a charter application for three reasons: (1) it “does not meet the requirements specified” in the law; (2) it “fails to met the spirit and intent” of the law; or (3) its presence “adversely affects, as defined in the law, other students in the LEA in which the charter school is located. If denying an application, the authorizer must within 10 days provide a written justification for the denial.

The appeals process for a denied application remains the same regardless of the authorizer (a local school district or the SCPCSD). Appeals are handled exclusively by the Administrative Law Courts (ALC),² and according to their review process, the charter applicant organization must file an appeal within 30 days of the denial to the ALC to attain a hearing to overturn the authorizer’s decision. The timeline for submission of charter applications is structured to provide ample time for the ALC to perform its duty, render a decision, and, if in favor of the charter applicant group, allow adequate opportunity to prepare for opening of school.

Preference Priority 4: High Degree of Autonomy

Per state legislation, a charter school in South Carolina is an autonomous public school that operates as a public school with a non-profit management structure. The Charter Schools Act, Section 59-40-40(1), indicates that a charter school is a “public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district” and is “accountable to the school board of trustees of that district which grants its charter.”

² In 2008, the state legislature moved the appeals process from the State Board of Education (SBE) to the ALC to expedite the process. Formerly, every decision made by the SBE was challenged and taken into the court system, which further delayed the final decision about the charter application process changed in 2008. The state legislature decided it would be in all parties’ best interests for the appeals to go immediately into the court system.

The authorizing district does not have the ability to interfere in the daily operations of a charter school because those responsibilities rest with the charter's annually elected governing board. Section 59-40-60 defines their duties as the ability to:

- (1) Submit an application to operate as a charter school, sign a charter school contract, and ensure compliance with all of the requirements for charter schools as provided by law;
- (2) Employ and contract with teachers and nonteaching employees, contract for services, and develop pay scales, performance criteria, and discharge those policies for its employees. All teachers whether certified or noncertified must undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school; and
- (3) Decide all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures.

The charter committee, according to South Carolina legislation, is the group of individuals that have formed a non-profit to open and operate a charter school. As it drafts the charter application and executes a contract with the authorizer, the charter committee makes all decisions affecting the charter school. During this phase, the charter committee decides everything related to the employment of staff at the school. Once they receive authorization by a district, the school opens and the charter committee disbands as an annually elected governing board takes over. The autonomous charter school, through the governing board, retains the statutory authority to have flexibility in their budgets and expenditures, including pay scales, numbers of certified staff, enrollment in the state health and/or retirement system, and whether or not to use the state's statewide teacher evaluation system, known as ADEPT. In the event of an economic downturn leading to budget cuts, each charter school determines its own methods to

cover budgetary shortfalls. If their authorizer mandates furloughs for staff, the charter school is not bound by that decision, although they could select that as a cost-savings method.

While a charter school is responsible for delivering on the educational and fiscal goals presented in its charter application, each charter school is granted leeway in how they will attain those goals. Section 59-40-50(A) states: “Except as otherwise provided in this charter, a charter school is exempt from all provisions of law and regulations applicable to a public school, a school board, or a district, although a charter school may elect to comply with one or more of these provisions of law or regulations.” The SC Charter Schools Act allows a charter school to gain exemptions, if they so choose, from particular laws and regulations that do not jeopardize the health and safety of their students. Should the charter school wish to pursue these exemptions, they will do so either through the charter committee (during planning) or the annually, elected governing board (during implementation).

South Carolina charter schools are autonomous entities that operate under the auspices of The Charter Schools Act, which gives them flexibility through exemptions from laws and regulations applicable to public schools or school boards and gives them total control over their budgeting and expenditures. This flexibility, however, is tempered with the demand for results. The Charter Schools Act does not mandate processes for charter schools but demands that they achieve a product – student achievement.

2. APPLICATION REQUIREMENTS

(i) South Carolina’s Charter School Program (CSP) Objectives

Please see Selection Criteria (i) below that addresses this application requirement.

(ii) Informing Each Charter School about Federal Funds

Please see Selection Criteria (iii, iv, and v) that address the SCDE’s strategies to inform

each charter school in South Carolina about the availability of CSP and other funds.

(iii) Ensuring Commensurate Funding

Please see Selection Criteria (iii) below which addresses this application requirement.

(iv) Disseminate Best or Promising Practices to Each District/LEA

Please see Selection Criteria (i, iv, and vii) below which addresses this requirement.

(v) Revolving Loan Fund

South Carolina is not requesting to reserve up to 10% of its Federal funding to establish a revolving loan fund.

(vi) Request for Waiver and Justification

South Carolina requests a waiver of Section 5202(c)(1), which limits a SEA to a three-year grant period, to expand to a five-year or sixty-month grant period. A five-year grant period is essential to offering the full range of services under our plan and through partners to ensure the viability, sustainability, and quality of charter schools.

A five-year grant period will provide time for more stability for both charter authorizers and applicants. National research indicates that that first couple of years present particular challenges for charter schools, especially in terms of increasing academic achievement for students (Schorr, 2002). In addition, South Carolina requires that the first year of any charter school's existence be a planning year. A five-year grant period will enable the SCDE to implement and strengthen services to and evaluation of existing and new charter schools to improve practices, policies, and academic achievement across the state. An extended grant period will enable the SCDE's Charter Program to act upon recommendations from the external evaluator more efficiently and effectively to improve CSP programs and services.

An additional two years in the grant period will virtually double the data within the final

performance reports. Because of the release date of state assessment data, only two years worth of data is available for the SCDE to prepare a final performance report for a three-year grant. Because more charter schools will open during a five-year grant period, the additional two years will result in virtually doubling the data for the final performance reports, providing more data for use by the US Department of Education.

The five-year period will also provide the SCDE and 21st Century Grant Services, the external evaluator for the project, more time to collect data and analyze the project objectives. A five-year grant period will offer the opportunity for more charter schools to be opened which provides additional data to be reviewed by our external evaluator. An extended grant period will also allow the SCDE charter office time within the grant term to respond to recommendations from the evaluator and gauge the effectiveness of any changes implemented. This will result in a stronger evaluation of existing and new charter schools and improved practices and policies for the successful creation and operation of quality charter schools across the state.

In addition, the SC Association of Public Charter Schools is launching a quality assurances program. With CSP efforts and state requirements emphasizing quality planning and start-up, the Association will focus on charter schools in their third operational year. By allowing time for CSP subgrantees to participate in this quality assurance program, the waiver will benefit charter schools and enable the SCDE to provide additional data and specific indicators of charter quality.

(vii) Compliance with the Individuals with Disabilities Education Act (IDEA)

South Carolina charter law states that a charter school is not a stand-alone LEA but is part of the authorizing district/LEA. As such, the LEA (authorizer) bears responsibility for ensuring that children enrolled in a charter school receive a free, appropriate education in the least

restrictive environment. All districts, including the SCPCSD, are notified of their obligation to follow IDEA requirements:

- Must identify, locate, and evaluate all children with disabilities who need special education and related services, including those under three years of age
- Must provide a free, appropriate public education in the least restrictive environment
- Must include children with disabilities in statewide and school-wide assessments with appropriate modifications as stipulated in the IEP
- Must report the performance of these students
- Must establish written policies and procedures for implementing the state and federal requirements for children with disabilities.

If a charter school has students with disabilities, the school receives their commensurate share of funding to meet the conditions established in the child's Individualized Education Plan (IEP). This funding is provided in the same manner as it is to other public schools in the appropriate LEA.

State allocations for students with disabilities operate as follows. The SCDE requires charter schools, in their first year of operation only, to provide a projected number of students with disabilities. The SCDE funds the school based upon that figure; this funding is adjusted on the 45th day of operation to reflect actual enrollments. Funding is adjusted again on the 135th day for actual enrollment figures of special education students. When the charter school opens for its second year, the school receives special education funding based upon the previous year's 135th day enrollment; however, funding is again adjusted on the 45th and 135th days.

The charter school maintains its autonomy even in special education decisions because the law allows them to “decide all other matters related to the operation of the charter school.”

Special education, however, does require that the authorizer and charter school work closely to ensure that each student with disabilities is provided a free, appropriate, public education in the least restrictive environment. South Carolina charter schools have the flexibility to: (1) directly serve that child by hiring a full time special education teacher, (2) contract services with a third party to meet that child's need, or (3) agree that the district will serve the child by paying the district for services rendered for that child. While the law does not specify the format for a special education child to be served by a charter school, it does require, as part of the charter application which becomes a contract when authorized, a detailed description of the proposed educational plan of which special education is an integral part.

Further, the charter school principal acts as the LEA representative in all Individual Education Plan (IEP) meetings, unless the charter school and authorizer have negotiated otherwise. Charter schools enact a variety of measures to ensure that they comply with a student's IEP, including direct services to the student (either through a full-time staff or shared staff with other charter schools in close proximity), serving those students through their authorizing district, or contracting with other service providers.

State Monitoring: South Carolina charter schools and their authorizers must be and remain in full compliance with IDEA to receive federal funds and to retain their status as public schools. As part of the application package, charter school applicants must sign a statement of assurances indicating they 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; and

- adhere to all provisions of federal law relating to students with disabilities, including 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.

The authorizer uses these signed assurances, coupled with the educational program information in their charter application, to hold a charter school accountable for serving students with disabilities. South Carolina's current charter application is included in Appendix F.

Should a parent claim that their disabled child has not been served by the charter school, the SCDE's Office of Exceptional Children will investigate the claim to determine if the charter school's practices were inconsistent with state or federal requirements. In making their ruling, the Office of Exceptional Children could determine the claim to be inaccurate or rule the claim is valid and require corrective action and/or compensatory services. If corrective action or compensatory services are required, the LEA is ultimately responsible to provide those services. If severe enough, the authorizer may hold the charter school responsible by terminating its charter for failing to comply with the tenets of their contract. The Office of Exceptional Children would not be involved in such a decision, but an authorizer could look at the signed assurances and the educational program in the charter's application to make a determination.

3. SELECTION CRITERIA

Profile of South Carolina's Charter Schools

- Charter Schools have an unlimited potential for growth as the South Carolina General Assembly has not capped the number of charter schools or their enrollments.
- Charter Schools in South Carolina experienced a 124% increase in enrollment over the last two years: from 5,488 students in 2007-08 to 12,306 in 2009-10.
- After only two years of operation, the SC Public Charter School District, one of few

statewide authorizers in existence, has already become the 37th largest district in the state (out of 86).

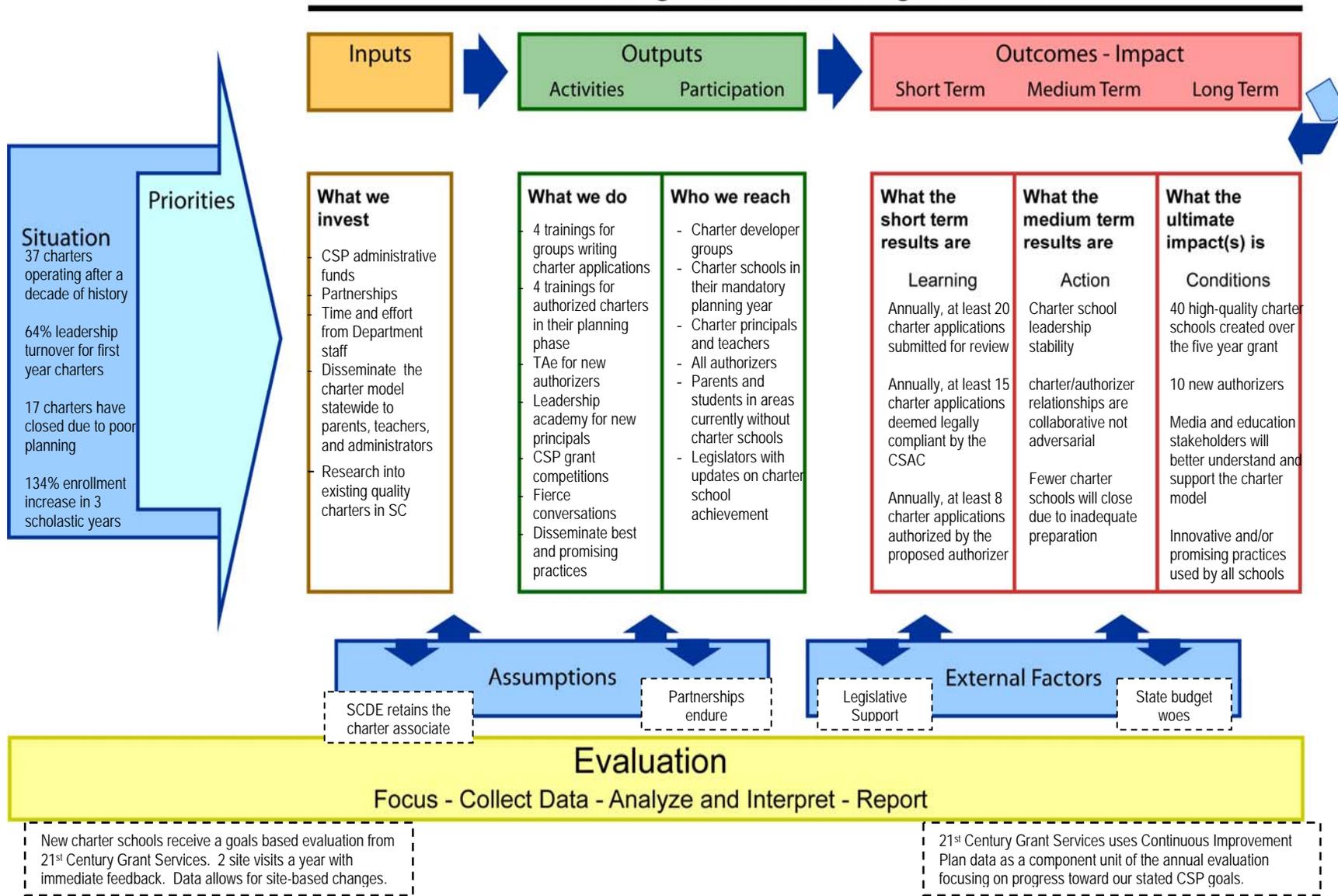
- South Carolina's Charter Schools continue to make Adequate Yearly Progress at a rate higher than state's traditional public schools: For 2007-08, more than 22.2% of charter schools made AYP, compared to 19.5% for the rest of the state.

(i) Contributions to Assist Educationally Disadvantaged and other Students

The charter school program in South Carolina aligns with the state's educational goals to assure a quality education for every child, close existing achievement gaps, and offer more avenues of public school choice. *Creating High-quality Academic Reform Through Effective Resources* (SC C.H.A.R.T.E.R.) proposes meeting needs identified through the *EDFacts* charter profile, the three-year evaluation of our previous CSP grant, as well as quantitative and qualitative analysis of the charter schools receiving Federal funds. We have noticed several needs to be addressed: (1) 64% of principals in first year charter schools leave by the end of the school's initial year, (2) the average length of operation for South Carolina's 17 closed charter schools is 2.5 years, (3) African-American students, when compared to other minority groups, lag behind them in academic performance, and (4) the lack of an over-arching definition of a high-quality charter school.

By providing training and technical assistance to potential applicants from pre-planning through application and implementation, and issuing a Request for Proposals that requires high quality applications, South Carolina's charter schools will continue to meet the needs of all students. The following logic model graphically represents SC C.H.A.R.T.E.R.

Program Action - Logic Model



Based on key research and project management strategies, South Carolina defines a high quality charter school as “a financially viable, choice driven innovation that produces student achievement and stakeholder satisfaction through effective leadership” (Lake, 2010). This definition serves as the foundation for all SCDE Charter Office activities and guides our current CSP plan. The chart below provides additional details about this definition.

<i>Defined</i>	<i>Described</i>	<i>Features</i>
<i>Financial Viability</i>	Sustained beyond Planning and Implementation grant	<ul style="list-style-type: none"> • Strong internal, fiscal controls • Clean yearly audits • Public/private partnerships forged • Identified potential grant opportunities • Aware of available state/federal funding
<i>Choice-Driven</i>	A Demonstrated Need through Community Involvement	<ul style="list-style-type: none"> • Grounded upon a clear and compelling mission statement • Outside input used in planning and continuous improvement efforts • Parent/community feedback • Relationship with authorizer
<i>Innovation</i>	Research-based Approach to Improve Academic Excellence	<ul style="list-style-type: none"> • Evidence of successful implementation in other arenas • Expansion of current practice to reach more students • New or novel idea not used in the proposed location
<i>Student Achievement</i>	Annual, Continuous Growth	<ul style="list-style-type: none"> • State standardized testing, graduation rates, and AYP • Recognizes responsibility for outcomes • Internal data sources • External evaluations • Annual report to the authorizer • Program modification is data-driven • Annual subgrantee report to SCDE
<i>Stakeholder Satisfaction</i>	Internal and External Support	<ul style="list-style-type: none"> • High staff retention rates • Stable or growing enrollment • Satisfaction as listed on the annual school report card • Community support • High student attendance rates
<i>Effective Leadership</i>	Capacity Developed Within	<ul style="list-style-type: none"> • Comply with state law for staffing • Teacher empowerment applications

		<ul style="list-style-type: none"> • Functioning board as shown by policies and practices • Minimal leadership turnover • Professional development on leadership
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These elements of a high quality charter schools shape the objectives and performance measures for this CSP state-level activities and the subgrant program.

Objectives (also meets Requirement (i))

OBJECTIVE 1: Increase the number of high quality charter schools in South Carolina	
High Quality Components: “student achievement” and “stakeholder satisfaction”	
Performance Measure	Milestones
1. 40 charter schools will open during the five year grant period.	RFP posted and training provided for all potential applicants; Applications reviewed for fiscal, educational, and legal accuracy.
2. By May 1 of each year, at least 20 charter applications will be submitted for CSAC review. <ul style="list-style-type: none"> ▪ Of those applications, at least 75%, or 15, will be deemed legally compliant ▪ Of those applications, at least 50%, or 8, will be chartered by the proposed authorizer 	CSAC convenes for meetings beginning in May; Applications reviewed for fiscal, educational, and legal accuracy; Written orders from the authorizer revealing their decisions
3. 60% of new charter schools will make AYP by the end of their second operational year.	SC School Report Card data collected and analyzed in December
4. State Achievement: <ul style="list-style-type: none"> ▪ 50% of new charters will obtain a good absolute rating by their third operational year ▪ Annually, new charter schools will have 60% of their students at or above grade level in reading. ▪ Annually, new charter schools will have 60% of their students at or above grade level in math ▪ As reported annually on each school’s report card, 75% of all stakeholders (staff, students, and parents) will report satisfaction with the school ▪ As reported on the <i>EDFacts</i> state profile, achievement gaps will narrow by 5% each year in at least three of the five categories. 	SC School Report Card data collected and analyzed in December; Yearly program assessment by external evaluators
OBJECTIVE 2: Increase the awareness and understanding of the charter model in SC	
High Quality Components: “choice-driven”	
Performance Measure	Milestones
1. Annually, at least 20 presentations will be made by the charter school office to state-level groups (i.e. districts, state conferences, and charter developer	Develop and conduct meetings to applicants, planning groups, and authorizers

groups) about the charter option.	
2. After each technical assistance session, 85% of those in attendance will report on an evaluation that they have a better understanding of the charter model and will provide suggestions for improvement in these sessions.	Develop and conduct meetings; Evaluations at the end of those sessions
3. 90% of the education reporters in areas with more than 1 charter school will annually report on a Likert survey that the charter office’s actions have increased their understanding about the charter model.	Develop and disseminate positive and newsworthy stories about charters through the Public Affairs Office; Create and issue online survey of qualifying reports; Updating charter school profiles annually

OBJECTIVE 3: Improve student outcomes for secondary charter school students who are at-risk of not meeting state standards

High Quality Components: “*innovation*”

Performance Measure	Milestones
1. At least two secondary charter schools targeting at-risk students will open in SC each year of the grant period.	Early identification of these potential applicants; Review of opening schools list; Technical assistance provided during the planning year
2. 100% of these new schools will complete and submit to the SCDE an annual report by July 31 detailing their progress in meeting the academic goals and objectives of the school: <ul style="list-style-type: none"> ▪ Annually, the graduation rate of these schools will exceed 70% beginning the second year of their operation. ▪ Annually, at least 65% of their students will be at grade level or above in reading. ▪ Annually, at least 77% of their students will be at grade level or above in math. ▪ Annually, using the state’s report card, the gender achievement gaps on state assessments will narrow by 5% for each school. 	CSP monitoring; Annual report folders within the subgrantee files; Annual academic reports to the authorizer; Partnerships created between these schools and already successful charters; Yearly program assessment by external evaluators

OBJECTIVE 4: Support charter school efforts at sustainability through fiscal responsibility, sound governance, and effective leadership

High Quality Components: “*financially viable*” and “*effective leadership*”

Performance Measure	Milestones
1. In the first two years of operation, 100% of new charter schools will report sending their principals to leadership training from the Office of School Leadership with CSP funds	Reimbursement records; CSP annual performance reports; Partnership with the Office of School Leadership
2. 85% of subgrantees in technical assistance meetings will report on their evaluations an increase in	Launching the new, Moodle course that provides free board training; Monitoring

their knowledge of sound charter governance and fiduciary responsibility.	by the charter school office; Annual reports required of the CSP and authorizer
3. In the first year of operation, and annually thereafter, 100% of new schools will document timely board elections, regular meetings, and completion of the required board orientation.	Partnerships created to help develop workshops or presentations; Attendance of those sessions with an evaluation at the end
4. 100% of new charter schools will submit documentation for an audit that will be returned to the school in the fall of their second semester. 90% of the second financial audit for each new school year will have no findings.	Collection of annual performance reports for CSP funds; Submitted report as required by authorizer

Activities to support Objective 1 (increase the number of high quality charter schools in South Carolina) are delineated in Section (iii) below.

Activities to support Objective 2 (Informing Teachers, Parents, and Community of the SEA’s Grant Program and Best Practices) The SCDE through the Office of Public School Choice and Innovation, under which the charter program operates, will use several strategies to inform teachers, parents, and community members about charter schools and CSP and to disseminate best practices. These strategies include, but are not limited to:

- Listservs and shared resources (among SCPCSD, the SCDE, and SC Association of Public Charter Schools and the Palmetto Charter Network) to identify potential charter applicants and developers and notify them of available training and technical assistance to plan effective charter schools and submit high quality applications.
- Public announcements of a request for proposals will be shared through the SCDE’s Communications Office. This office sends this information out over their network to every major newspaper, television station, radio news networks, and school district public information officers.
- Partnerships developed with the two state associations – the SC Association of Public Charter Schools and Palmetto Charter Network – and the SC Public Charter School

district allow for this information to be disseminated through their contacts. They also provide links on their home pages directly to the charter school web page detailing the Federal grant program. These hotlinks remain active throughout the year.

- “Media Day” events, held in January and August each year, hosted by the SCDE for all education reporters from across the state that includes information about CSP.
- The charter school’s web-page (<http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice-and-Innovation/Charter-Schools/Index.html>) that includes throughout the year the RFP, best practices, research, an explanation of the targeted funding, and guidelines.
- Statewide conferences held or sponsored by the SCDE, including the Office of Public School Choice and Innovation’s statewide conference held on March 5, 2010.
- Technical assistance provided by phone, in person, and email to the public.
- The SCDE web site has a link to the first charter school (a high school) that has been studied for its adherence to this application’s definition of a high quality charter school - <http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice/CharterSchools/QualityCharterSchoolPrograms.html>. A second school (an elementary) is currently being studied with a projected completion date of August 2010.
- Annual guidelines provided to charter schools and their authorizers on funding will contain highlights of best practices occurring in charter schools.

In addition, the Charter Associate serves as part of a coalition between the SCDE, the Southeastern Comprehensive Center, and the SC Parental Involvement and Resource Center. These partnerships will be avenues of sharing information about the grant as well as promising practices at our annual meetings.

Activities to support Objective 3. As the chart below details, our charter schools currently make AYP (22.2%) at a rate higher than traditional public schools (19.5%) (EdFacts 2007-08 data).

Type of School	Number of Schools	Numbers Meeting AYP	Percentages
Traditional Public	1195	217	19.5%
Charter	29	6	22.2%

While this news is excellent, achievement gap issues remain, meaning that instruction at charter schools needs to be reenergized and tailored to meet the needs of at-risk or minority children.

(a) Targeted Funding and At-Risk: While our state does not define “educationally disadvantaged” students, the state defines an at-risk child as “any student who, because of his or her individual needs, requires temporary or ongoing intervention in order to achieve in school and to graduate with meaningful options for his or her future” (Regulation 43-274.1, 2007; Appendix G). This regulation lists indicators or predictors that educators should look for:

- Overage for their grade level due to retention
- Excessive number of absences
- Limited English proficiency
- Living in a home that does not include at least one parent
- History of discipline problems leading to suspension or expulsion
- Grade point average less than 2.0
- Sudden decline in a student’s academic performance
- Student is a single parent.

Serving these educationally disadvantaged students through charter schools will be a priority for SC C.H.A.R.T.E.R. Our state-level training and technical assistance available to all potential applicants and subgrantees will feature experts, such as Francis Marion University’s

Center of Excellence to Prepare Teachers of Children of Poverty, in serving at-risk students and in closing achievement gaps.

The SCDE proposes to fund charter schools that propose serving at-risk secondary students, grades 7-12 (as defined by SC statute), that meet at least three of following criteria: (1) the only charter school operating in its authorizing district; (2) the authorizing district was identified as below average or at-risk on its state report card; (3) the majority of secondary schools in the LEA have not made AYP in the last two years or (4) the charter school is located in one of the 40 “Corridor of Shame” lawsuit counties.³ Applicants who meet these conditions will receive competitive priority points for their applications.

While the subgrant applications requires charters to assist all students in attaining high achievement on state standards (and Common Core standards which will be adopted this year), competitive priority points will also be awarded to those applicants that propose a charter school that addresses closing achievement gaps across race/ethnicity, gender, poverty, and ability levels. Current South Carolina charter schools serve children from all ethnic and ability backgrounds, including many who are educationally disadvantaged, at percentages that closely parallel state demographics. (The 2008-09 academic year was the first time that the Caucasian and African-American percentages did not match exactly.) Charter school enrollment of boys (51%) and girls (49%) also matches that of the state.

Category	Trad'l School (2008-09)	%	Charter School (2008-09)	%
Caucasian	379,785	54%	5,272	58%
African-American	263,068	37%	3,108	34%
Hispanic	37,175	5%	200	2%
Asian	8,953	1%	91	1%
Other	18,758	2%	364	4%
TOTALS	707,739	100%	9,035	100%

³ The term “Corridor of Shame” stems from documentary released in 2005 focusing on deplorable learning conditions in the state’s highest poverty districts, the same 40 districts, more along the I-95 corridor, that were plaintiffs in the *Abbeville County School District v. The State of South Carolina*. <http://corridorofshame.com>.

Unfortunately, charter schools also struggle with achievement gaps among student subgroups (see *Edfacts* for South Carolina in Appendix D). While Charter Hispanic 4th and 8th graders far exceed their peers in traditional settings in terms of reading and math, Charter African-American 4th and 8th graders have lower proficiency rates in reading and math than their traditional counterparts.

While a typical subgrantee could receive \$575,000 over three years, the charter schools targeting at-risk secondary (grades 7-12) students and charters targeting achievement gaps and meet at least three of the above criteria could potentially receive a total of \$880,000 over three years. The additional funding will help the charter schools fund additional supports and services for children that may have significant deficiencies in academic performance.

Activities to Address Objective 4 are delineated in Sections (iii) and (iv) below.

(ii) Degree of Flexibility afforded by the SEA to Charter Schools

The flexibility afforded to South Carolina charter schools are major pillars supporting the dramatic increase in charter schools and enrollment in charter schools in South Carolina. The South Carolina Charter Schools Act provides a great deal of flexibility to public charter schools. Section 59-40-50(A) states: “except as otherwise provided in this chapter, a charter school is exempt from all provisions of law and regulations applicable to a public school, a school board, or a district, although a charter school may elect to comply with one or more of these provisions of law or regulations.” This language allows a charter school the freedom to innovate or modify the school’s organization structure without undue restriction; however, charter schools can choose to abide by laws or regulations. For instance, every public school in South Carolina is required to have a School Improvement Council; yet, charter schools are allowed to by-pass that requirement because their governing board functions as that council.

Additional flexibility is granted by the charter legislation in that it affords any public school the opportunity to convert to charter status. Traditional public schools have the ability to convert as long as 2/3 of the staff and 2/3 of the parents vote to support the conversion. Once this requirement is met, their applications will move forward, thereby, allowing them to inherit the flexibility and freedom from regulations stipulated in Section 59-40-50(A).

For South Carolina, the term conversion applies only to existing public schools; so a private school technically does not “convert” but is considered a start-up charter school. The current law requires private schools to close for a year before they can apply to become a charter school, and then they follow the same application process as all other charter applicants.

Section 59-40-40(4) of South Carolina’s charter legislation establishes multiple authorizers, thereby providing charter schools flexibility in choosing their authorizers. An authorizer can be either a local school district or the statewide authorizer, the South Carolina Public Charter School District (the SCPCSD). Charter developer groups can apply to their local geographic districts to operate as an autonomous school within that district or apply to the statewide authorizer that only works with charter schools. Currently, South Carolina is seeing a healthy mix of schools applying to both entities; and both authorizers have the independent authority to approve and terminate charters. However, state law requires due process and justifications for denials.

Charter Contracts: Section 59-40-60(A) thru (C) discusses the charter school contract in South Carolina legislation. Essentially, it says that the application is to be considered the term of a contract and must include which policies from which the district releases the charter school. Also, that contract cannot be revised without the consent of both parties. There is movement

within the legislature to modify the charter school law next session and creating a contract template that would be used statewide.

At any time during the term of the contract, and with the approval of both parties, a charter school could switch authorizers. Section 59-40-115 provides the details for this piece of flexibility. Once all parties have agreed to this modification, the charter school will serve the duration of the ten-year term with their new authorizer and then would need to go through the renewal process to attain an additional ten year term.

Further, Section 59-40-60(B) requires authorizers, in signing a contract with the charter school, to reflect “all agreements regarding the release of the charter school from school district policies.” This language was added to the law to prevent confusion when district leadership changes and new leaders are not aware of the specific provisions from which the charter school was freed. Even though the charter school is freed from complying with district policies, unless they choose to do so, the relationship between the charter school and its authorizer is one of performance oversight.

The authorizing district allows the charter school to operate in the manner stipulated within the charter contract but holds them accountable for the performance measures also contained in that contract. In essence, the authorizer does not involve itself in the process or procedural components of charter school operation but does look at performance. Additional examples of the authorizer remaining detached from the charter school’s daily operation are as follows: (1) charter schools hire/fire their staff, as long as 75% of the staff are certified but all meet the definition of highly qualified under NCLB; (2) charter schools create and adjust their budgets as needed; and (3) charter schools select or modify their educational program to best meet the needs of their children.

If an authorizer decides not to renew a charter and that school has not committed a material violation of their charter contract, the law also provides flexibility for those charters. Section 59-40-110(G) allows that school to appeal to another chartering entity, AND, should the former authorizer's funding be higher than the new authorizer's funding, that charter school would receive the same funding as the previous year. Should an application be denied by either of the multiple authorizers, charter developer groups have a statutory appeals process (see Section 59-40-90). The appeals process involves the state's Administrative Law Courts.

Because the Charter Associate within the SCDE serves as a resource for both charter developer groups and authorizers, he is aware of each applicant's status when they apply for CSP funding. An applicant must be deemed legally compliant by the Charter School Advisory Committee (that reviews charter applications for legal compliance) to become eligible to apply for funding; however, if scored high enough, they cannot access CSP funds until they have been fully authorized. The charter school and district must execute a contract and provide a copy to the Charter office before grant award notifications are prepared and processed. Without a copy of this contract, the subgrantee cannot be awarded grant funds. Training will be provided to districts that become authorizers to ensure they understand the roles and responsibilities of each party in these contracts. Currently, a document entitled "Honoring the Charter School Contract" is on our agency website and can be found at: <http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice-and-Innovation/Charter-Schools/Index.html>.

(iii) Number of High-Quality Charter Schools to be Created

The greatest amount of flexibility provided under the South Carolina Charter Schools Act is not being limited on the number of charter schools that can open and operate. Other flexibility provided by legislation includes no geographic boundaries or restrictions on enrollment in charter schools. A charter school can be started and located wherever charter developer groups identify a need and plan to meet that need through a high quality charter application. No limits on the number of charter schools or student enrollment make South Carolina fertile ground for continued growth in high-quality charter schools.

Increasing the Number of High Quality Charter Schools South Carolina is currently experiencing tremendous enrollment growth, and potentially 12 charter schools could open in August 2010. Student enrollment in Charter Schools has more than doubled in two years. The table below presents five years of charter growth.

Charter Growth in South Carolina 2005-2010				
Year	# New Schools	# Closed Schools	Total # Charter Schools	Student Enrollment*
2005-2006	7	2	25	4,142
2006-2007	5	1	29	5,134
2007-2008	1	1	29	5,488
2008-2009	7	1	35	9,035
2009-2010	4	2	37	13,100*

*self-reported, first day enrollments

High quality charter schools and student enrollment are dramatically increasing in our state for a number of factors: the lack of a state cap on the number of charter schools; the presence of an operational, alternative authorizer; a focus on adequate planning and capacity of applicants; stability within the SCDE’s Charter School Office; and leadership from our current Superintendent of Education who has made public school choice a major focus.

These factors enable South Carolina to use CSP support to **launch an additional 40 high quality charter schools**. Our five-year grant projections are listed in the chart below. (For the first year of the grant, the Implementation Year totals are based upon the number of charter schools either in operation or that have been approved to open in August 2010.)

Proposed Number of Charter Schools						
<i>Grant Type</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>Totals</i>
Planning	8	8	8	8	8	40
Implementation Year 1	6	8	8	8	8	38
Implementation Year 2	3	6	8	8	8	33
TOTALS	17	22	24	24	24	111

While South Carolina is focused on launching new schools, we are determined that these new schools will be viable, sustainable, and focused on student achievement. To this end, SC C.H.A.R.T.E.R places renewed emphasis on disseminating information and providing training and technical assistance throughout the grant period to ensure high quality planning and capacity of charter applicants that lead to sustained viability and student achievement.

Appendix H showcases the geographic distribution of charter schools in South Carolina. Many of South Carolina’s 86 geographic school districts are untouched by the charter model, a significant factor in planning activities for the next five years. While charter schools are dispersed evenly throughout the state, the southeast corner lacks charter schools. In addition to encouraging novice districts to authorize charter schools, SC C.H.A.R.T.E.R. will target this corner, a predominately impoverished, rural area, to assist groups in developing charter applications to serve high poverty, high minority students.

Informing charter schools about CSP and ensuring equitable funding. Because many community leaders, parents, or business organizations deciding to propose charter schools lack an understanding of the task ahead, the SCDE and its partners will provide training and technical

assistance to these individuals and to new groups desiring to put forward charter applications and open new charter schools.

To identify groups that may attend, the SCDE will use several strategies: (1) postings on the charter website; (2) announcements released via contact lists maintained by the SC Association of Public Charter Schools, the Palmetto Charter Network, and the SC Public Charter School District; (3) press releases by the SCDE Communications office; and (4) direct contact made with previous applicants who were not successful.

Workshops for these groups will focus on disseminating basic information about charter schools, research-based articles and studies about high quality charter schools, high quality non-profit management, funding opportunities, and resources available across the state and nation. A few planning groups that have gone through the process and received an authorized charter will return to address these developers and share lessons learned. These workshops will provide sufficient information to help each group design realistic applications and charter schools.

To help promote the “charter pipeline” and to reach our goals, South Carolina is proposing the creation of a two-year cohort; for the five-year grant period, we will be able to “graduate” two full cohorts and begin a third. While Year 1 of the cohort focuses on the application, ONLY schools that are authorized will continue the cohort’s second year as they plan for their August opening. This planning year provides additional assistance to prepare for opening day for students. Subgrantees will receive assistance in transforming the application and plan into a living, dynamic charter school with a focus on quality and academic achievement.

The SCDE will make available to the Year 2 cohort multiple statewide resources: expertise within the SCDE, both state charter associations (the SC Association of Public Charter

Schools, the Palmetto Charter Network, the SCPCSD, the National Resource Center for Charter Schools, and the South Carolina Association of Non-Profit Organizations (SCANPO).

While initial training will focus on the charter committee members, additional training and technical assistance is specifically designed for school personnel and the new charter school principals. School staff will participate in technical assistance from Francis Marion University's Center for Excellence to Teach Children of Poverty, and if appropriate, some of the training and technical assistance related to management and effective instruction offered for schools participating in South Carolina's School Improvement Grant.

To build capacity, sustainability, and viability, principals of new charter schools must receive specific training. Data from the last five years in South Carolina reveals a rather disturbing trend: 64% of charter schools in their first year lose their administrator either in the middle of or at the conclusion of that first year. Many of these individuals have left because they felt "overwhelmed" or "did not have a full grasp" of the duties required of them, so the SCDE will address this issue through intensive training for all new charter school principals. This extensive training includes social entrepreneurship/business planning, non-profit management ethics, strategies for success in working with children of poverty, and the typical "nuts and bolts" of a charter school (such as compliance with IDEA, budgeting, and due dates for state reports).

As principals complete this training, they will then be expected to participate in a statewide discussion concerning *Fierce Leadership*, a copy of which they will receive at the end of the initial training. CSP monitoring visits will involve questions from the book. The SCDE has created a wiki to facilitate the book study throughout the school year so that the book's lessons are transferred and applied in "real" circumstance as leaders encounter challenges. Still in development, the wiki can be accessed at <http://fierceleadership.wikispaces.com>.

The goal of the second year for the cohort is to invest as much time, effort, and information into the governing board AND daily administration of the charter school. Research and experience confirms that the first year of operation is rather difficult, so preparing charter school personnel as much as possible for reality is an essential action step for a successful first year as well as for long-term sustainability. The chart below highlights the proposed timeline for the full two-year cohort, including topics to be covered and the responsible party.

Date	Topic	Responsible Party
Year One	<i>Groups writing a charter application</i>	
October	“A Walk through the Application” – Charter RFP training	SCDE ⁴
December	“Aligned and Achievable“ – building community support, authorizer relationship, focusing on quality	SCAPCS, SCPCSD, PCN
January	“Associate Analysis” – groups comprising the major sections of the application will be formed and discussions will take place in a round-robin format	SCDE, SCAPCS, PCN, SCPCSD, SCANPO
March	“Almost There” – P&I RFP training, lessons learned from a current planning group, preparation for submission (i.e. interview information)	SCDE, SCAPCS, CSAC
August	“Accountability Action Plans” – data-based decisions, internal excellence monitoring, action plan development	SCDE, SCPCSD
Year Two	<i>Authorized Charters in mandatory planning year</i>	
October	“Getting the Green Going” – P&I fund use, state and federal finances, enrollment, facilities issues, planning year checklist <ul style="list-style-type: none"> ▪ Distribute <i>The Seven Outs</i> for our ongoing book study dealing with strategic planning 	SCDE, SCPCSD
December (2 days)	“Growing Leadership” – leadership development using <i>Fierce Conversations</i> by Susan Scott	SCDE and Fierce Inc.
January (2 days)	“Got a Lot to Do” – food services, policy development, special education, non-profit ethics and operation <ul style="list-style-type: none"> ▪ Discuss the first 4 chapters of our book study – <i>The Seven Outs</i> by Brian Carpenter 	SCDE, PCN, SCAPCS, SCANPO
March	“Graduation” – strategic planning and how to serve children of poverty <ul style="list-style-type: none"> ▪ Discuss the final 4 chapters of our book study 	SCDE, SCAPCS, PCN, SCPCSD, FMU, SIG

⁴ CSAC (Charter School Advisory Committee); FMU (Francis Marion University); PCN (Palmetto Charter Network); SCDE (SC Department of Education); SCAPCS (SC Association of Public Charter Schools); SCANPO (SC Association of Non-Profit Organizations); SCPCSD (SC Public Charter School District), SIG (School Improvement Grant).

Summer Prior to Opening	<p>“Generalship of the Charter” – this will be a program for every new principal to ensure they are ready to serve as true instructional leaders in the charter setting</p> <ul style="list-style-type: none"> ▪ They receive <i>Fierce Leadership</i> to read throughout the next year and discussions will occur during normal monitoring visits. 	SCDE, FMU, SCANPO, SCAPCS, PCN
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We are proud to be partner with Fierce, Inc. to provide leadership training during the planning year. *Fierce Conversations* says that “[s]uccess increasingly hinges on engaging colleagues, customers, friends, and families in conversations that interrogate reality, provoke learning, tackle tough challenges, tap our deepest aspirations, and enrich relationships” (www.Fierceinc.com). During December of the initial grant year, facilitators from Fierce, Inc. will work with newly authorized charter schools. Charter schools face tough challenges and seek to engage all stakeholders, so this training is vital to promote their success.

When a charter school completes its planning year and opens to students, school leaders will receive additional Fierce training and technical assistance. Implementation Year 1 will focus on *Fierce Accountability*, and Implementation Year 2 will focus on *Fierce Generations*. A short description of these two programs follows:

- *Fierce Accountability* targets increasing productivity, execution, and job enjoyment while developing effective responses to negative reactions and challenging situations and creating a culture of accountability within a team or organization.
- *Fierce Generations* provides a framework to communicate effectively with, motivate, manage, and develop the potential of a multigenerational workforce while leveraging and harnessing individual talents to reach organizational goals, create a climate of inclusion and respect, and, ultimately, retain employees.

To help with this partnership, each subgrantee must set aside \$10,000 of their CSP funds to support developing leadership capacity through the *Fierce Accountability* and *Generations*

modules. Those funds, along with some administrative funds within the charter schools office, will help continue these trainings throughout the subgrantee experience.

To ensure cost effectiveness and to promote continuous dialogue among the charter community, the Charter Associate (Project Director) will earn the Fierce, Inc. train-the-trainer “Leaf Certification Level.” Once certified, the Charter Associate will then be able to lead continual conversations about implementation during monitoring visits. Each charter school leader will then receive toolkits with CSP funds.

All three topics—conversations, accountability, generations—are vital for success in charter schools. In particular, the charter schools serving students most at-risk must be prepared to have difficult conversations, accept responsibility for achievement results, and know how to manage the diversity within their school to promote success. This partnership with Fierce, Inc. will allow for these needs to be addressed.

While all subgrantees will receive these trainings, the “targeted” charters will also receive additional support from the Center for Excellence to Prepare Teachers of Children of Poverty at Francis Marion University (FMU). The Center of Excellence (COE) will provide training on the needs of children in poverty (targeting South Carolina) for all authorized charter schools the summer before they open. By that time, most subgrantees will have identified their administrators, who will attend this training. The COE has developed seven research-based strategies that promote academic excellence for children of poverty. While sharing this information with the charter school leaders, the COE will also work with them to create the necessary school conditions to promote success for these strategies. Schools will also attend training twice a year conducted by our regional laboratory, SERVE, on serving at-risk students, closing achievement gaps, and practicing evidence-based decision making.

As a result of these trainings, charter instructional leaders will specifically be grounded in an understanding of the needs for children of poverty along with strategies to best serve them. The SCDE will encourage one targeted charter school to become a partner school for the Center of Excellence, which is currently partnering with 11 of South Carolina's highest poverty districts. This charter pilot will allow the COE to attain specific data from the implementation of a new school while the charter school receives the benefit of additional training.

The COE will be able to provide concentrated, immediately applicable assistance to the "targeted" charter schools from inception through operation. The partnership continues with a summer workshop for the entire charter school's staff to discuss the theory behind their strategies and explain how it directly applies within the classroom to serve high poverty students. Once the initial training has been offered and teachers have practiced what they have learned, the COE will, depending on the needs of each school, return at least once a semester to observe the implementation and provide feedback to the school. Based upon their observations, additional training may be provided for those schools (with subgrant funds). Schools will have the option to host more sessions and could work with FMU to offer graduate credit to their staff members.

To assist further the development of high quality charter schools in areas of need, the charter schools office will work with the Project 180 Council that oversees the School Improvement Grant (SIG) process for LEAs with identified persistently lowest performing schools. SIG trainings will also be offered to new authorized charter schools located in districts with SIG participants. Leveraging the CSP and SIG funds will further advance the quality of education for students in these districts.

Informing Charter Schools about Federal Funds They are Eligible to Receive. Equitable and timely funding is absolutely necessary reach our goal of 40 new charter schools. In addition

to the steps described above to inform groups and charter schools about the CSP subgrants, the SCDE will develop funding guidelines that will be updated annually, published online, and distributed to LEAs and charter schools. The SCDE charter office will use these guidelines to initiate discussions between the charter school and its authorizer to ensure that charter schools are considered in the authorizing district's Federal formula education grant applications.

Because SC's charter legislation states that charter schools are part of the district that authorizes them, they must be considered for any and all State and Federal formula grant applications. As part of each federal formula grant submission, each authorizing LEA must have charter school principals verify in writing that the authorizer consulted the charter school in preparing the application. Should this verification form not be signed by the charter schools, the SCDE's Federal programs area will investigate the grant application before processing it for funding.

Should a charter school experience significant, unanticipated expansion in enrollment growth (growth that exceeds 15% of what is currently approved in the authorized charter application), an annual proviso in the Appropriations bill explains the process to obtain additional (and appropriate) funds. These steps must be followed: (1) their authorizer approves the growth, (2) on the 5th day of school, the authorizer verifies the number of students attending the charter school; (3) the verified figure is forwarded to the SCDE for payment, (4) the SCDE provides the authorizer these additional funds; and (5) upon receipt from the SCDE, the authorizer forwards the funds to the charter school.

(iv) Quality of the Management Plan

SCDE Management Structure and Personnel

Since the inception of charter schools in the late 1990s, the SCDE has taken consistent steps to improve the quality of our management, programming, and technical assistance while ensuring the quality of charter schools across the state. The SCDE has successfully administered

two consecutive federal charter school program grants (2003-06; 2006-10) and continues to provide guidance to legislators as they refine charter school legislation.

The SCDE has clear policies and procedures regarding grant processes, and the SCDE's Grants Program and the SCDE's Grants Accounting personnel work closely with staff to ensure effective subgrant/grant management. The Charter Associate (Project Director) will work with the SCDE's Grants Manager to provide technical assistance sessions regarding the subgrant application and processes. Further, the SCDE offices of School Leadership, Exceptional Children, Federal and State Accountability, and School Facilities participate in programming for charter schools.

The SCDE's Charter School program is housed within the Office of Public School Choice and Innovation, which also houses other school choice programs such as Montessori, Magnet Schools, Alternative Schools, Middle/Early College programming, and the Single-Gender Initiative. This office was established when Jim Rex was elected as State Superintendent of Education, as one pillar of his platform was expanding public school choices.

Virgie R. Chambers, the Director of the Office of Public School Choice and Innovation, supervises all the choice programs and personnel, including the Charter Associate/Project Director Joel Medley. With more than 25 years of experience in legislative advocacy, program administration, and government financing, Ms. Chambers has created, managed, and provided training on the state level for statewide as well as school-based programs. She has assisted the SCDE and school districts in identifying and maximizing revenue to sustain important functions.

The Charter Program consists of two full-time staff members: a Charter Associate who serves as the project director and an administrative assistant. Resumes of these two individuals are in Appendix I. Joel Medley, the Charter Associate with the SCDE for the past two years,

will serve as Project Director. He currently manages the program and provides technical assistance to charter schools across the state. He works with 37 operating charter schools, 12 planning groups, and coordinates data collection for the 96 magnet programs statewide. His duties include training the Charter Schools Advisory Committee; overseeing the subgrant process; recruiting/training peer reviewers for subgrant applications; monitoring subgrantees through various mechanisms to ensure progress and compliance; and oversight of the budget. He has experience as manager of charter schools at two state departments of education and as an administrator and a teacher in both charter and district schools.

Rebecca Cupstid, administrative assistant in the charter school office, assists with the subgrant process, responds to telephone and email inquiries about charter schools, reviews and processes all the reimbursement requests, and serves as the webmaster for the charter school website. Because the CSAC does not have a budget or a staff, she serves as the *de facto* staff for the CSAC and handles their correspondence and meeting locations.

Beginning in Year 2, we will use CSP to hire an additional part-time program coordinator (21 hours a week in Y2; 24 hours per week in Y3, 27 hours per week in Year 4, and 30 hours per week in Year 5) to assume some of the administrative load as the number of Charter School applications and subgrantees increase. This individual will assist groups as they draft charter applications and will assist subgrantees in their first year (Appendix J).

The Charter Program has excellent relationships with key charter stakeholders including the SC Association of Public Charter Schools, the Palmetto Charter Network, the SC Public Charter School District, and the Charter School Advisory Committee. These groups helped shape the goals and objectives for SC C.H.A.R.T.E.R., and each group will assist in technical

assistance sessions. Additional relationships are being developed with the SC Association of School Administrators (SCASA) and the SC School Boards Association (SCSBA).

The Charter School Advisory Committee (CSAC) performs the initial review of every charter application and determines whether that application is legally compliant. Members include an attorney, a charter school parent, educators, and members from the Chamber of Commerce, SC Association of Public Charter Schools, Education Oversight Committee, Commission on Higher Education, SCASA, and the SCSBA.

Fierce, Incorporated (www.Fierceinc.com) is a training and development provider, with a focus on communication and conversations as drivers of individual and organizational success. Their work is based on the principles Susan Scott. Their training focuses on improving personal and organizational performance, addressing core issues, and enriching relationships. Certified Fierce staff will provide training in year 1 and support to the PD thereafter.

Francis Marion University's Center of Excellence to Prepare Teachers of Children of Poverty focuses on increasing achievement of children of poverty, with special attention to children in our state. Located in Florence, SC, the COE currently works with 11 highest-need school districts in South Carolina (most of whom were plaintiffs in *Abbeville v. South Carolina*).

Timeline of Activities

<i>Mo/Yr</i>	<i>Activity</i>	<i>Responsibility</i>
Aug 2010	<ul style="list-style-type: none"> - Post approved RFP for new P&I subgrant applicants; identify and train peer reviewers - Technical Assistance (TA) on grant writing 	<ul style="list-style-type: none"> - Admin. Assistant (AA); - Project Director (PD) - Grants Manager
Sept	<ul style="list-style-type: none"> - Ongoing monitoring of current P&I subgrantees - Deadline for submission of subgrant proposals; Peer reviewers score new grant applications - Update charter school profiles on the website - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - PD, AA for all
Oct	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools discusses P&I fund use, state and federal funding eligibility, facility contingencies and a planning year checklist. - TA for future applicants on entire charter RFP with a focus on the educational program - Notification of Grant Awards and budgets for new subgrantees. 	<ul style="list-style-type: none"> - AA, PD, Partnerships; - AA - SCDE Finance Office
Nov	<ul style="list-style-type: none"> - Ongoing monitoring of current P&I subgrantees - Funds will be released to new subgrantees 	<ul style="list-style-type: none"> - PD - SCDE Finance Office
Dec	<ul style="list-style-type: none"> - Fierce conversations and leadership development strategies for newly authorized charters - Training on charter school personnel and how it applies to quality, the authorizer relationship, and building community support for future applicants - Quarterly web-letter highlights professional development and best practices 	<p>Fierce</p> <p>PD, Partners</p> <p>PD, AA</p>
Jan 2011	<ul style="list-style-type: none"> - Training on policy development, non-profit ethics, and negotiated services with the authorizer for newly authorized charter schools - TA on the “Plans” section of the application; round-robin discussion with charter experts 	PD and Partners for alls
Feb	<ul style="list-style-type: none"> - Ongoing monitoring of current P&I subgrantees - Collect data on our goals and objectives from the CSP grant application 	<ul style="list-style-type: none"> - PD - PD and AAt
Mar	<ul style="list-style-type: none"> - Training on strategic planning, needs assessment, and serving children from impoverished background for newly authorized charter schools - TA for future applicants on best practices for the charter application, i.e., data-based decisions, internal monitoring for excellence, and action plan development. - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - PD, FMU COE, - PD, AA - PD, AA
Apr	Survey of educational reporters whose area has more than one charter school	AA
May	Charter applications are submitted for review	CSAC
Jun	- Complete and submit annual report to USED	PD and AA for all

	<ul style="list-style-type: none"> - Post RFP for new P&I grant applicants - Quarterly web-letter highlights professional development and best practices 	
Jul	<ul style="list-style-type: none"> - Subgrantees annual performance reports due - Meet with the program evaluator about annual evaluation; refine programs and services - Peer reviewers identified and trained - Charter School Leadership Academy for new charter principals using <i>Fierce Leadership</i>, gender achievement gaps, school budgeting, and management versus governance. 	<ul style="list-style-type: none"> - PD and AA - PD - PD - PD and partners: Fierce, SCDE offices
Y2:Aug 2011	<ul style="list-style-type: none"> - P&I grant applications are due - Training on accountability action plans for cohort of newly authorized charter schools 	<ul style="list-style-type: none"> - PD and AA - PD and partners
Sept	<ul style="list-style-type: none"> - Ongoing monitoring of current P&I subgrantees - Peer reviewers score new grant applications - Update charter school profiles on the website - Quarterly web-letter highlights professional development and best practices - Previous year's annual evaluation is due 	<ul style="list-style-type: none"> - PD - PD - AA - AA - External Evaluator, PD
Oct	<ul style="list-style-type: none"> - Training for newly authorized charter schools on P&I fund use, state and federal funding eligibility, facility contingencies and a planning year checklist. - TA for cohort of future applicants on the entire charter RFP with a focus on the educational program - Notification of Grant Awards and budgets for new subgrantees. 	<ul style="list-style-type: none"> - AA, PD, Partnerships; - PD, Grants Program - SCDE Finance Office
Nov	<ul style="list-style-type: none"> - Ongoing monitoring of current P&I subgrantees - Funds released to new subgrantees 	<ul style="list-style-type: none"> - PD - SCDE Finance Office
Dec	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools on Fierce conversations and its leadership development strategies. - TA for cohort of future applicants focusing on the importance of charter school personnel to quality, the authorizer relationship, and building community support. - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - Fierce, Inc; PD - PD, partners - AA
Jan 2012	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools on the important of policy development, non-profit ethics, and negotiated services with the authorizer. - TA for cohort of future applicants on "Plans" section of the application; round-robin discussion with charter experts. 	<ul style="list-style-type: none"> - PD, SCANPO, AA - PD, partners
Feb	<ul style="list-style-type: none"> - Ongoing monitoring of the P&I subgrantees - Collect data on our goals and objectives from the CSP grant application 	PD and AA
Mar	<ul style="list-style-type: none"> - Training on strategic planning, needs assessment, and serving children from impoverished 	- PD, FMU COE

	<ul style="list-style-type: none"> background for newly authorized charter schools - TA for future applicants on best practices for the charter application, more specifically, data-based decisions, internal monitoring for excellence, and action plan development. - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - PD, partners - AA
Apr	Survey of educational reporters whose area has more than 1 charter school	AA
May	Charter applications are submitted for review	CSAC
Jun	<ul style="list-style-type: none"> - Complete and submit annual report to USED - Post RFP for new P&I grant applicants - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - PD, AA - AA - AA
Jul	<ul style="list-style-type: none"> - Subgrantees annual performance reports due - Meet with the program evaluator about annual evaluation; adjust programs accordingly - Peer reviewers identified and trained - Charter School Leadership Academy training on <i>Fierce Leadership</i>, how to notice and eradicate gender achievement gaps, school budgeting, and management versus governance. 	<ul style="list-style-type: none"> - PD, AA - Project Director, Evaluator - PD - PD, Fierce
Y3: Aug 2012	<ul style="list-style-type: none"> - P&I grant applications are due - Training for cohort of newly authorized charter schools on accountability action plans 	<ul style="list-style-type: none"> - AA - PD, partners
Sept	<ul style="list-style-type: none"> - Ongoing monitoring of current P&I subgrantees - Peer reviewers score new grant applications - Update charter school profiles on the website - Quarterly web-letter highlights professional development and best practices - Previous year's annual evaluation is due 	<ul style="list-style-type: none"> - PD - PD - AA - AA - PD, Evaluator, AA
Oct	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools on P&I fund use, state and federal funding eligibility, facility contingencies and a planning year checklist. - TA for cohort of future applicants on entire charter RFP; focus on educational programming - Notification of Grant Awards and budgets for new subgrantees. 	<ul style="list-style-type: none"> - PD, AA - PD, SCDE Grants Program - SCDE Finance Office
Nov	<ul style="list-style-type: none"> - Ongoing monitoring of current P&I subgrantees - Funds will be released to new subgrantees 	<ul style="list-style-type: none"> - PD - SCDE Finance Office
Dec	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools on Fierce conversations and leadership development strategies. - Technical assistant for cohort of future applicants on charter school personnel and how it applies to quality, the authorizer relationship, and building community support. - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - Fierce, PD - PD, partners - AA
Jan	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools on the important of policy 	<ul style="list-style-type: none"> - PD, SCANPO, AA

2013	development, non-profit ethics, and negotiated services with the authorizer. - TA for cohort of future applicants on “Plans” section of the application; round-robin discussion with charter experts.	- PD, partners
Feb	- Ongoing monitoring of the current P&I subgrantees - Collect data on our goals and objectives from the CSP grant application	- PD - PD and AA
Mar	- Training on strategic planning, needs assessment, and serving children from impoverished background for newly authorized charter schools - TA for future applicants on best practices for the charter application, more specifically, data-based decisions, internal monitoring for excellence, and action plan development. - Quarterly web-letter highlights professional development and best practices	- PD, FMU COE - PD, partners - AA
Apr	Survey of educational reporters whose area has more than one charter school	AA
May	Charter applications are submitted for review	CSAC
Jun	- Complete and submit annual report to USED - Post RFP for new P&I grant applicants - Quarterly web-letter highlights professional development and best practices	- PD, AA - AA - AA
Jul	- Subgrantees annual performance reports due - Meet with the evaluator about annual evaluation; refine programs and services as needed - Peer reviewers identified and trained - Charter School Leadership Academy training on serving as a charter school administrator: <i>Fierce Leadership</i> , gender achievement gaps, budgeting, and management v. governance.	- PD, AA - Project Director, External Evaluator - PD - PD, Fierce
Y4: Aug 2013	- P&I grant applications are due - Training for cohort of newly authorized charter schools on accountability action plans	- AA - PD, Partners
Sept	- Ongoing monitoring of current P&I subgrantees - Peer reviewers score new grant applications - Update charter school profiles on the website - Quarterly web-letter highlights professional development and best practices - Previous year’s annual evaluation is due	- PD - PD - AA - AA - PD, Evaluator, AA
Oct	- Training for cohort of newly authorized charter schools on P&I fund use, state and federal funding eligibility, facility contingencies and a planning year checklist. - TA for cohort of future applicants on entire charter RFP; focus on educational programming - Notification of Grant Awards and budgets for new subgrantees.	- PD, Partners - PD - SCDE Finance Office
Nov	- Ongoing monitoring of current P&I subgrantees - Funds released to new subgrantees	- PD - SCDE Finance Office

Dec	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools on Fierce conversations and leadership development strategies. - Technical assistant for cohort of future applicants on how charter school personnel applies to quality, the authorizer relationship, and building community support. - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - Fierce, PD - PD, partners - AA
Jan 2014	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools on the important of policy development, non-profit ethics, and negotiated services with the authorizer. - TA for cohort of future applicants on “Plans” section of the application; round-robin discussion with charter experts. 	<ul style="list-style-type: none"> - PD, SCANPO - PD, partners
Feb	<ul style="list-style-type: none"> - Ongoing monitoring of the P&I subgrantees - Collect data on our goals and objectives from the CSP grant application 	<ul style="list-style-type: none"> - PD - PD & AA
Mar	<ul style="list-style-type: none"> - Training on strategic planning, needs assessment, and serving children from impoverished background for newly authorized charter schools - TA for future applicants on best practices for the charter application, more specifically, data-based decisions, internal monitoring for excellence, and action plan development. - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - PD, FMU COE - PD, partners - AA
Apr	Survey of educational reporters whose area has more than 1 charter school	AA
May	Charter applications are submitted for review	CSAC
Jun	<ul style="list-style-type: none"> - Complete and submit annual report to USED - Post RFP for new P&I grant applicants - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - PD, AA - AA - AA
Jul	<ul style="list-style-type: none"> - Subgrantees annual performance reports due - Meet with the evaluator about annual evaluation; refine programs and services as needed - Peer reviewers identified and trained - Charter School Leadership Academy training on <i>Fierce Leadership</i>, gender achievement gaps, budgeting, & management versus governance. 	<ul style="list-style-type: none"> - PD, AA - PD, Evaluator - PD - PD, Fierce
Y5: Aug 2014	<ul style="list-style-type: none"> - P&I grant applications are due - Training for cohort of newly authorized charter schools on accountability action plans 	<ul style="list-style-type: none"> - AA - PD, Partners
Sept	<ul style="list-style-type: none"> - Ongoing monitoring of current P&I subgrantees - Peer reviewers score new grant applications - Update charter school profiles on the website - Quarterly web-letter highlights professional development and best practices - Previous year’s annual evaluation is due 	<ul style="list-style-type: none"> - PD - PD - AA - AA - PD, Evaluator, AA

Oct	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools on P&I fund use, state and federal funding eligibility, facility contingencies and a planning year checklist. - TA for cohort of future applicants on entire charter RFP; focus on educational programming - Notification of Grant Awards and budgets for new subgrantees. 	<ul style="list-style-type: none"> - PD, Partners - PD - SCDE Finance Office
Nov	<ul style="list-style-type: none"> - Ongoing monitoring of current P&I subgrantees - Funds released to new subgrantees 	<ul style="list-style-type: none"> - PD - SCDE Finance Office
Dec	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools on Fierce conversations and leadership development strategies. - TA for cohort of future applicants on charter school personnel and how it applies to quality, the authorizer relationship, and building community support. - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - Fierce, PD - PD, partners - AA
Jan 2015	<ul style="list-style-type: none"> - Training for cohort of newly authorized charter schools on the important of policy development, non-profit ethics, and negotiated services with the authorizer. - TA for cohort of future applicants on “Plans” section of the application; round-robin discussion with charter experts. 	<ul style="list-style-type: none"> - PD, SCANPO - PD, partners
Feb	<ul style="list-style-type: none"> - Ongoing monitoring of the P&I subgrantees - Collect data on our goals and objectives from the CSP grant application 	<ul style="list-style-type: none"> - PD - PD & AA
Mar	<ul style="list-style-type: none"> - Training on strategic planning, needs assessment, and serving children from impoverished background for newly authorized charter schools - TA for future applicants on best practices: data-based decisions, internal monitoring for excellence, and action plan development. - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - PD, FMU COE - PD, partners - AA
Apr	Survey of educational reporters whose area has more than 1 charter school	AA
May	Charter applications are submitted for review	CSAC
Jun	<ul style="list-style-type: none"> - Complete and submit annual report to USED - Post RFP for new P&I grant applicants - Quarterly web-letter highlights professional development and best practices 	<ul style="list-style-type: none"> - PD, AA - AA - AA
Jul	<ul style="list-style-type: none"> - Subgrantees annual performance reports due - Meet with the program evaluator about annual/final evaluation process and data - Charter School Leadership Academy training on <i>Fierce Leadership</i>, gender achievement gaps, school budgeting, and management versus governance. - Preparation of final report and submission to USED 	<ul style="list-style-type: none"> - AA - PD, evaluator - PD - PD and Evaluator

Review of Subgrant Process

A copy of our proposed planning and implementation grant Request for Proposals is included in Appendix K. This RFP will be issued immediately upon notification of funding. Experienced, qualified staff will oversee the CSP subgrant application process.

Technical Assistance: The Charter Program is committed to providing timely and appropriate technical assistance to charter developers, grant writers, and subgrantees in their mandatory planning year. Charter developers (who evolve into grant writers) will receive a series of trainings; and once authorized, they will continue to receive training through the cohorts. These sessions cover a wide variety of topics that are aimed at producing high quality charter schools, including grant-writing from the SCDE's Grants Program. The Charter Program also offers continual assistance through email, phone conversations, and the web site.

Eligibility. Before a charter developer group can apply for subgrant funds, their charter school application must be deemed legally compliant by the state-legislated Charter School Advisory Committee (CSAC) and authorized. The fact that subgrantees must first have a charter before receiving CSP funds means that these schools have experienced two reviews of their charter applications – a legal level review by the CSAC and a quality review by their authorizer.

Content. The planning and implementation subgrant application is divided into (1) the School and its Stakeholders, (2) Financial Sustainability, and (3) the Management Plan. In the first part, an applicant is asked specifically to address the relationship between the charter school and its selected authorizer. The management plan section requires information about how the school will comply with the SC Charter Schools Act and specifically names “strong board governance,” implying a charter school’s autonomy. Sections 2 and 3 are scrutinized to ensure the applicant maintains autonomy and that the plan and budget match the overall objectives.

Each applicant must develop one goal and some performance measures for each of the major components of the definition of a high quality charter school. Benchmarks are used to maintain standards and to confirm that both state and federal requirements are met.

Review of Applications for Completeness. Per SCDE policy, the SCDE Charter Program Officer vets all applications for completeness and compliance with the guidelines. Any application failing to meet compliance will not be forwarded for review.

Peer Review. CSP subgrants are competitive and follow the federally mandated peer review process, with external review by at least two reviewers. Reviewers include educators with experience from school administration (either as a current principal or former one), school board service, and charter school development (with a particular focus on former grant recipients). SCDE employees or family members of SCDE employees will not serve as reviewers. All reviewers must sign a non-conflict of interest statement.

Training of all peer reviewers by the Charter Associate includes: an overview of SC charter school law, discussion of Federal grant guidelines, details about the six components of the high quality definition, the targeted funding priorities of the grant, and apparent or real conflicts of interest. At the end of the training, each reviewer signs a form verifying participation in and content of the training (Appendix L). The review closely examines three critical features: (1) how proposals relate to the six components of our high-quality definition, (2) how they will comply with the state's charter legislation, and (3) how they will relate to authorizers.

A panel of two readers will score the quality of application using the Scoring Rubric included in the RFP. If initial scores vary by more than 20 points, a third reader will score the application. The panel then discusses the application together and may adjust their individual

scores based on the discussion. The final score will be the average of the two or three scores. The maximum number of points available for each application is 115. Applications that do not score at least 80 points will not be funded. Applications will be rank-ordered by final scores.

Following the review, the Charter Associate examines each applicant’s budget to ensure adherence to the federal cost principles. As stated in the RFP, the Charter Associate may renegotiate the budget with the subgrantee. After this step, and based upon the rank order, funding recommendations are forwarded to the State Superintendent of Education for approval.

Per SCDE policy, scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. An applicant who has submitted a proposal that the SCDE does not fund has five calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must declare the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether the application process was followed and there can be no further appeal.

Expenditure of Funds. South Carolina’s CSP grant operates on a reimbursement basis meaning that subgrantees must expend the funds and then request repayment.

Monitoring. The monitoring process is extensive, and the PD uses a Subgrant Monitoring Packet (Appendix C). The oversight activities and timeline are listed below.

Grant Phase	Monitoring Activities
Planning	<ul style="list-style-type: none"> ▪ 4 face-to-face meetings ▪ Telephone Interview ▪ What? Why? and How? form due January ▪ 1 CIP visit by program evaluators ▪ Annual and Expenditure Report
Implementation Year One	<ul style="list-style-type: none"> ▪ Telephone Interview ▪ On-site monitoring visit

	<ul style="list-style-type: none"> ▪ Subgrantee Reflection due January 31 ▪ 2 CIP visits by program evaluators ▪ Annual and Expenditure Report
Implementation Year Two	<ul style="list-style-type: none"> ▪ Telephone Interview ▪ On-site monitoring visit ▪ Subgrantee Reflection due January 31 ▪ 2 CIP visits by program evaluators ▪ Final Report

(v) Plan to Monitor & Hold Accountable Public Chartering Agencies

Although South Carolina charter law does not specifically give the SCDE authority to oversee individual authorizers (local school districts or the SCPCSD), the SCDE, through the Charter Associate, has taken steps to identify and offer technical assistance and advice to these authorizers.

The SCDE’s assistance to public chartering agencies is driven in part by an annual survey of charter school leaders to see what assistance they may need but also to gauge their feelings about their authorizers. Results from this year’s survey indicate that nearly two-thirds of responding charter school leaders say their authorizer relationship is somewhere between “average” and “awesome” (using a Likert scale with 1 “appalling,” 3 “average,” and 5 “awesome.”). In the future, authorizers will also be surveyed to compare the two responses; and the two groups’ responses will also be compared with charter school performance data.

Our statewide authorizer, the SCPCSD, has been selected by the National Association of Charter School Authorizers to develop a national model for authorizing charter schools. The SCPCSD’s work will be shared with the SCDE, and their best practices will be disseminated with our other authorizers through direct contact by the Charter Associate, as well as joint presentations between the SCDE and SCPCSD. Any practices identified by the SCPCSD will be linked to the SCDE website and shared immediately via email with other authorizers.

In SC C.H.A.R.T.E.R., the SCDE will focus upon authorization practices as part of the

two-fold approach to promote the development of high quality charter schools because improving the quality of charter applications and charter authorizing will lead to quality achievement. Districts that currently authorize charter schools will be given access to our definition of a high quality charter school so their monitoring practices will be geared towards upholding those quality components. Also, these districts will be provided the Continuous Improvement Process benchmarks so that the SCDE's site visits, grant evaluator's results, and authorizer's experiences will be compiled in the overall quality review.

In looking at the last two years of technical assistance, authorizers attended our charter developer trainings to understand the expectations of the charter applicants and to gauge what responsibilities they would face as an authorizer. Because a potential authorizer attends the CSAC meeting and provides feedback on charter applications, their presence at these meetings is vital to gain a solid understanding of their involvement with a charter school – in its formation, opening, operation, and monitoring.

As charter schools seek to open in new areas of the state, the Charter Associate of the SCDE will meet with district leadership to explain their roles and responsibilities while also providing them access to national research or entities that can provide assistance to these districts (i.e. the National Association of Charter School Authorizers). The Charter Associate, as he discovers new research or policy guidance for authorizers, sends this information to the charter liaisons, district superintendents, or district's attorney with whom he had previous contact. Further, if district authorizers have any questions during the year, they know to either call or email the SCDE which will provide the assistance needed. In several instances over the past year, the Charter Associate has worked with districts on creating a renewal policy and assisted them in developing procedures for charter schools that close.

Currently, legislation has crossed-over from the House into the Senate chamber that would require districts to compile the annual charter school reports and forward them to the State Board of Education (SBE). This requirement requires each authorizer to assess their charter schools are doing and to inform the SBE of the authorizer's focus on quality. Also required in the statutory revision is the creation, by the SCDE, of an annual report template. Once this form has been completed, online technical assistance will be provided to each authorizer.

The Charter Associate/Project Director uses the following techniques to provide this oversight of the authorizing entities:

- Annual reports are required by SC charter law, and the Department will review each of those to gauge how the authorizer's practice matches the requirements of the law. If deficiencies are noted, a letter will be written to the authorizer outlining what issues were discovered in that review
- The SCDE's charter website currently hosts two documents that detail the roles and responsibilities for an authorizing school district and its board of trustees. Those documents, under the heading of "Information for Authorizers." can be found at: <http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice-and-Innovation/Charter-Schools/Index.html>
- Whenever the Charter Associate visits a charter school, they attempt to meet with the charter school liaison of those districts.
- The Charter Associate will present information to the SC Association of School Administrators superintendent's roundtable meetings at least every other year. The off year of those presentations, the Charter Associate will continue to present at the SC School Board Association's annual summer conference. It was at the SCSBA conference

that the Charter Associate unveiled the roles and responsibilities document for authorizers and received feedback that it should be paired down specifically for board members. Both of those documents are on our charter school website.

- For any new authorizers in the state, the Charter Associate will visit that district prior to the charter school's opening to discuss policies, procedures, and practices that are necessary for successful authorizing.

(vi) Dissemination Grants

While the SCDE has more than six years of experience in administering Dissemination subgrants, we are not requesting the ability to set aside 10% of funds for dissemination grants.

(vii) Quality of the Evaluation

The SCDE's evaluation plan for SC C.H.A.R.T.E.R will measure (1) the SCDE's progress in attaining its goals and objectives as well as overall programmatic quality and services and (2) the progress of each charter school toward attaining its goals and objectives. This evaluation will also enable the SCDE to report data to the USED for established CSP Performance Measures: the number of charter schools in operation; the percentage of fourth- and eighth-grade charter school students who are achieving at or above the proficient level on state examinations in mathematics and reading/language arts; Federal cost per student in implementing a successful school (defined as a school in operation for three or more years).

External Evaluator

The SCDE has selected 21st Century Grant Services, led by Dr. Duane Rupert, to serve as the evaluator for this SC C.H.A.R.T.E.R. His organization has evaluated previous CSP grants, and we wish to continue the relationship because their insights have been valuable. Appendix M contains the resumes for 21st Century Grant Services and their proposals for evaluation, which

detail the services they will render for this CSP project. 21st Century Grant Services will provide two different yet correlated services: a continuous improvement process for subgrantees (including annual evaluations and using them to improve services and operations) and an entire programmatic evaluation of the CSP grant. Dr. Rupert has facilitated regional workshops for the National Community Education Association (NCEA), the Charles Stewart Mott Foundation, and the U.S. Department of Education. In recent years, he has led NCEA Committees that have developed a Continuous Improvement Process for After School (CIPAS) and an After School Accreditation Process (ASAP).

Services to Each Subgrant Charter School

Staff from 21st Century Grant Services will initiate and educate each charter school's staff in continuous improvement management processes. Two staff members 21st Century Grant Services will conduct site visits with each subgrantee to make the continuous improvement process local and authentic. The goal of site visits will be to validate self-assessments of key planning or implementation objectives conducted by school leaders relative to criteria provided in the charter and subgrant applications as well as the definition of a high quality charter school and our Continuous Improvement Standards (see Appendix N).

This first visit involves the school's administration, leadership team, and board members. The main focus for these evaluative visits is to provide a qualitative review of these schools, share that information with school leadership aiding continuous improvement, and promote sustainability for the charter school with an intensive focus on quality indicators.

Site visits will include instructional observations, school report card reviews, interviews of key stakeholders, and examination of evidence supporting the subgrantee's self-assessments. This information, along with assessments from the Charter Associate's regular monitoring visits,

will become part of their subgrant file. Each school will earmark \$5,000 each year from their subgrant funds for these evaluations. This “earmarking” of funds is clearly described in the RFP and will be reviewed during technical assistance sessions on the subgrant process and content. Such site visits will provide essential feedback directly to the schools and enable a more substantial overall evaluation of South Carolina’s CSP grant.

The overall evaluation of SC C.H.A.R.T.E.R will consist of four annual and a final evaluation. Benchmarks and Outcome Measures are listed in the Objectives (page 21). Evaluations will focus on the following questions: Is the project performing the activities described in the manner described? Are the outreach efforts of the grant reaching the intended targets or do they need to shift? What outcomes or results are being provided through workshop evaluations? Is the mandatory planning year instrumental to improving the quality of charter schools and subgrant applications?

The annual evaluation process will incorporate and be supported by the findings associated with the continuous improvement process that each school will have adopted. The subgrantee self-assessments and documentation, instructional observations, and key stakeholder interviews will be compiled into a school profile, which will also include the school’s report card. This profile will be reviewed to ascertain the status of the school in meeting the goals and objective of their charter and CSP applications. The subgrantee’s progress level will be ranked as either unknown, limited, average, substantial, and or attained goals. The Project Director will review this information and the subgrantee’s budgets to discuss potential budget and programmatic revisions that may be needed to ensure that each school attains their goals.

For the final evaluation of the full CSP grant, the initial conversation will occur in January of the grant’s last year. Obviously, the evaluators will be assessing the specific goals

and objectives of SC C.H.A.R.T.E.R.; however, other foci may develop throughout the grant period and be included in the final evaluation as well. Evidentiary records that will be considered in this final report include: data from the site visits, the annual reports submitted to the US Department of Education, online survey results, anecdotal evidence from the schools, etc.

Data. For the first year of the grant, data from schools will be collected in paper format so that 21st Century Grant Services and the SCDE can discover what pieces of this protocol may need to change. With feedback from subgrantees, 21st Century Grant Services and the SCDE will modify data collection and adopt an online data submission tool during Year Two.

The SCDE and 21st Century Grant Services will collaborate with Cayen Systems to gauge the development of a web-based instrument whereby charter schools could directly enter data instead of compiling hard copies of the needed evidence (Appendix O). This online instrument would also allow direct and immediate access to the data by the SCDE and 21st Century Grant Services, which will promote efficiency for both as they perform their separate duties. Cayen Systems has extensive experience in the design and implementation of web-based systems to support continuous improvement processes.

Data for Objective 1	
<ul style="list-style-type: none"> • Number of potential charter applications • Participation in charter application training and technical assistance sessions • Feedback/evaluation by participants in TTA sessions • Number of charter applications received • Number of charter applications approved by CSAC • Number of charter applications authorized (per written orders) • Request for Proposal (subgrant application guidance) • Number of applicants at TTA sessions • Evaluation/Survey responses to TTA sessions 	<ul style="list-style-type: none"> • Number of subgrant applications received • Compiled reviewers scores (to assess overall quality of applications) • Number of subgrant applications funded • Charter School personnel hired • Student enrollment data • Student achievement data, including NAEP (as appropriate) and performance on statewide assessment, PASS, and high school exit examination • Achievement gap data and analysis from NAEP and PASS • School Report Card, including school climate data • Partnership Agreements

<u>Data for Objective 2</u>	
<ul style="list-style-type: none"> • Agenda/content of and attendance at presentations • State-level groups (identity and type) presented to • Feedback/evaluation survey about presentations • Number of charter applications submitted • Quality of charter applications (reflecting understanding of best practices, project management, and continuous improvement processes) 	<ul style="list-style-type: none"> • Receipt of potential newsworthy stories about SC Charter Schools by Charter Associate • Press releases issued by the SCDE about Charter Schools • Best practices in SC Charter Schools (Charter school web site)
<u>Data for Objective 3</u>	
<ul style="list-style-type: none"> • Enrollment data for “targeted at-risk student” secondary Charter schools • Student achievement records, including MAP, statewide assessments Palmetto Assessment of State Standards (PASS) for grades 3–8, the high school exit exam (HSAP), and NAEP (as appropriate) 	<ul style="list-style-type: none"> • Math proficiency • Achievement gap data, especially regarding gender, LEP, and disabilities • School Climate data on School Report Card • Reading proficiency • Graduation rates
<u>Data for Objective 4</u>	
<ul style="list-style-type: none"> • Identification of opening schools to identify new principals • Number of new principals in School Leadership training • Reimbursement records • Period Feedback/response by principals about quality of programming • Training and technical assistance session content, attendance, and feedback • Partnership data (agreements, continuation, etc) 	<ul style="list-style-type: none"> • Identification of board members (new) • Training participation in Moodle course • Participation in Board Training (through Moodle course) • Board election records (dates, attendance, minutes) • Self-assessments by Charter Schools, with plans for modification and improvement • School Climate Data on School Report Card

Methods used to collect data include instructional observations, interviews of key stakeholders, surveys, and examination of various data submitted to the state for school report cards, and site visits by the evaluator and SCDE Charter Associate.

Data analysis is central to a continuous improvement process, at the school, authorizer, and state levels. At the school level, annual reports findings must be shared with the school’s board and parents, as well as the authorizer and the SCDE. Data must inform the charter

school's continuous improvement plan for each year. In addition, the evaluator and the Charter Associate will work with the school leadership team and the authorizer in understanding the reports and using data to adjust and improve programs and services. Similarly, the SCDE and external evaluator will use the data to hone the program and services, and reports will be shared with the agency's oversight groups as well as posted on the charter web site.

After July 1 of each grant year, the Charter School Associate and 21st Century Grant Services will meet to discuss the annual evaluation process and reporting requirements. For years 2-5, each summer the discussion will include a review of the previous evaluation report, steps taken to adjust the program, and results of those steps. This discussion will help shape the focus of the evaluation and will help inform the decisions for additional data that may need to be provided to 21st Century Grant Services to complete their review and report by September 30.

Because SC C.H.A.R.T.E.R focuses on developing high quality charter schools with the capacity for data-based assessment and self-improvement, all evaluation reports for the school and the SCDE focus on providing useful information. The Charter Associate, evaluator, and authorizer will use evaluation data and report to monitor progress for the school, to shape meetings with the school, and to guide the continuous improvement process. Ultimately, SC C.H.A.R.T.E.R will produce documents and reports which will contribute to research and replication of charter programming in our state and the nation. In particular, South Carolina is discussing with Tennessee, Indiana, and Arkansas a Charter Collaborative to explore, refine, improve, and share resources and strategies that foster high quality charter schools that meet the needs of all students. Through the quality of its charter schools, conference presentations, and participation in this collaborative, South Carolina looks forward to contributing to research and best practices about charter schools.

Project Narrative

Other Attachment Form

Attachment 1:

Title: **CSP 2010 Appendices.pdf** Pages: **160** Uploaded File: **C:\Documents and Settings\GSWidner\My Documents\CSP 2010 Appendices.pdf**

SC C.H.A.R.T.E.R
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APPENDIX A – S.C. Charter Schools Act of 1996

CHAPTER 40.

CHARTER SCHOOLS

SECTION 59-40-10. Short title.

This chapter may be cited as the “South Carolina Charter Schools Act of 1996”.

SECTION 59-40-20. Purpose.

This chapter is enacted to:

- (1) improve student learning;
- (2) increase learning opportunities for students;
- (3) encourage the use of a variety of productive teaching methods;
- (4) establish new forms of accountability for schools;
- (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and
- (6) assist South Carolina in reaching academic excellence.

SECTION 59-40-30. Intent of General Assembly.

(A) In authorizing charter schools, it is the intent of the General Assembly to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system. The General Assembly seeks to create an atmosphere in South Carolina’s public school systems where research and development in producing different learning opportunities are actively pursued and where classroom teachers are given the flexibility to innovate and the responsibility to be accountable. As such, the provisions of this chapter should be interpreted liberally to support the findings and goals of this chapter and to advance a renewed commitment by the State of South Carolina to the mission, goals, and diversity of public education.

(B) It is the intent of the General Assembly that creation of this chapter encourages cultural diversity, educational improvement, and academic excellence. Further, it is not the intent of the General Assembly to create a segregated school system but to continue to promote educational improvement and excellence in South Carolina.

SECTION 59-40-40. Definitions.

As used in this chapter:

(1) A “charter school” means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter. Nothing in this chapter prohibits charter schools from offering virtual services pursuant to state law and subsequent regulations defining virtual schools.

(2) A charter school:

(a) is considered a public school and part of the South Carolina Public Charter School District or local school district in which it is located for the purposes of state law and the state constitution;

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

(c) must be administered and governed by a governing body in a manner agreed to by the charter school applicant and the sponsor, the governing body to be selected, as provided in Section 59-40-50(B)(9);

- (d) may not charge tuition or other charges pursuant to Section 59-19-90(8) 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.
- (3) “Applicant” means the person who or nonprofit corporate entity that desires to form a charter school and files the necessary application with the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located. The applicant also must be the person who applies to the Secretary of State to organize the charter school as a nonprofit corporation.
- (4) “Sponsor” means the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located, as provided by law, from which the charter school applicant requested its charter and which granted approval for the charter school’s existence.
- (5) “Certified teacher” means a person currently certified by the State of South Carolina to teach in a public elementary or secondary school or who currently meets the qualifications outlined in Sections 59-27-10 and 59-25-115.
- (6) “Noncertified teacher” means an individual considered appropriately qualified for the subject matter taught and who has completed at least one year of study at an accredited college or university and meets the qualifications outlined in Section 59-25-115.
- (7) “Charter committee” means the governing body of a charter school formed by the applicant to govern through the application process and until the election of a board of directors is held. After the election, the board of directors of the corporation must be organized as the governing body and the charter committee is dissolved.
- (8) “Local school district” means any school district in the State except the South Carolina Public Charter School District and does not include special school districts.

SECTION 59-40-50. Exemption; powers and duties; admission to charter school.

- (A) Except as otherwise provided in this chapter, a charter school is exempt from all provisions of law and regulations applicable to a public school, a school board, or a district, although a charter school may elect to comply with one or more of these provisions of law or regulations.
- (B) A charter school must:
- (1) adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located;
 - (2) meet, but may exceed, the same minimum student attendance requirements as are applied to public schools;
 - (3) adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools;
 - (4) be considered a school district for purposes of tort liability under South Carolina law, except that the tort immunity does not include acts of intentional or wilful racial discrimination by the governing body or employees of the charter school. Employees of charter schools must be relieved of personal liability for any tort or contract related to their school to the same extent that employees of traditional public schools in their school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located are relieved;
 - (5) in its discretion hire noncertified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion noncertified teachers in a ratio of up to ten percent of its entire teacher staff. However, in either a new or converted charter school, a teacher teaching in the core academic areas as defined by the federal No Child Left Behind law must be certified in those areas or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach;
 - (6) hire in its discretion administrative staff to oversee the daily operation of the school. At least one of the administrative staff must be certified or experienced in the field of school administration;
 - (7) admit all children eligible to attend public school to a charter school, subject to space limitations. However, it is required that the racial composition of the charter school enrollment reflect 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 twenty percent from that population. This requirement is also subject to the provisions of Section 59-40-70(D). If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, and there is no appeal to the sponsor;

(8) not limit or deny admission or show preference in admission decisions to any individual or group of individuals; however, a charter school may give enrollment priority to a sibling of a pupil already enrolled or previously enrolled, children of a charter school employee, and children of the charter committee, provided their enrollment does not constitute more than twenty percent of the enrollment of the charter school;

(9) elect its board of directors annually. All employees of the charter school and all parents or guardians of students enrolled in the charter school are eligible to participate in the election. Parents or guardians of a student shall have one vote for each student enrolled in the charter school. A person who has been convicted of a felony must not be elected to a board of directors;

(10) be subject to the Freedom of Information Act, including the charter school and its governing body.

(C)(1) If a charter school denies admission to a student, the student may appeal the denial to the sponsor. The decision is binding on the student and the charter school.

(2) If a charter school suspends or expels a student, other charter schools or the local school district in which the charter school is located has the authority but not the obligation to refuse admission to the student.

(3) The sponsor has no obligation to provide extracurricular activities or access to facilities of the school district for students enrolled in the charter school; however, the charter contract may include participation in agreed upon interscholastic activities at a designated school within the sponsor district. Notwithstanding another provision of law, the local school district has no obligation to provide charter schools, sponsored by the South Carolina Public Charter School District, extracurricular activities or access to facilities of the school district for students enrolled in charter schools unless the school district, by contract, has agreed to provide activities or access. Students participating under this agreement must be considered eligible to participate in league events if other eligibility requirements are met.

(D) The State is not responsible for student transportation to a charter school unless the charter school is designated by the local school district as the only school selected within the local school district's attendance area.

(E) The South Carolina Public Charter School District Board of Trustees may not use program funding for transportation.

SECTION 59-40-60. Charter application; revision; formation of charter school; charter committee; application requirements.

(A) An approved charter application constitutes an agreement, and the terms must be the terms of a contract between the charter school and the sponsor.

(B) The contract between the charter school and the sponsor shall reflect all agreements regarding the release of the charter school from school district policies.

(C) A material revision of the terms of the contract between the charter school and the approving board may be made only with the approval of both parties.

(D) Except as provided in subsection (F), an applicant who wishes to form a charter school shall:

(1) organize the charter school as a nonprofit corporation pursuant to the laws of this State;

(2) form a charter committee for the charter school which includes one or more teachers;

(3) submit a written charter school application to the charter school advisory committee and the school board of trustees from which the committee is seeking sponsorship.

(E) A charter committee is responsible for and has the power to:

(1) submit an application to operate as a charter school, sign a charter school contract, and ensure compliance with all of the requirements for charter schools provided by law;

(2) employ and contract with teachers and nonteaching employees, contract for services, and develop pay scales, performance criteria, and discharge policies for its employees. All teachers whether certified or

noncertified must undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school; and

(3) decide all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures.

(F) The charter school application shall be a proposed contract and must include:

(1) the mission statement of the charter school, which must be consistent with the principles of the General Assembly's purposes pursuant to Section 59-40-20;

(2) the goals, objectives, and pupil achievement standards to be achieved by the charter school, and a description of the charter school's admission policies and procedures;

(3) evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of a charter school;

(4) a description of the charter school's educational program, pupil achievement standards, and curriculum which must meet or exceed any content standards adopted by the State Board of Education and the chartering district must be designed to enable each pupil to achieve these standards;

(5) a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards in addition to state assessments, the timeline for meeting these standards, and the procedures for taking corrective action if that pupil achievement falls below the standards;

(6) evidence that the plan for the charter school is economically sound, a proposed budget for the term of the charter, 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 school district, is to be conducted;

(7) a description of the governance and operation of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;

(8) a description of how the charter school plans to ensure that the enrollment of the school is similar to the racial composition of the local school district in which the charter school is to be located or the targeted student population of the local school district that the charter school proposes to serve and provide assurance that the school does not conflict with any school district desegregation plan or order in effect for the school district in which the charter school is to be located;

(9) a description of how the charter school plans to meet the transportation needs of its pupils;

(10) a description of the building, facilities, and equipment and how they shall be obtained;

(11) an explanation of the relationship that shall exist between the proposed charter school and its employees, including descriptions of evaluation procedures and evidence that the terms and conditions of employment have been addressed with affected employees;

(12) a description of a reasonable grievance and termination procedure, as required by this chapter, including notice and a hearing before the governing body of the charter school. The application must state whether or not the provisions of Article 5, Chapter 25 of Title 59 apply to the employment and dismissal of teachers at the charter school;

(13) a description of student rights and responsibilities, including behavior and discipline standards, and a reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school before expulsion;

(14) an assumption of liability by the charter school for the activities of the charter school and an agreement that the charter school must 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; and

(15) a description of the types and amounts of insurance coverage to be obtained by the charter school.

(G) Nothing in this section shall require a charter school applicant to provide a list of prospective or tentatively enrolled students or prospective employees with the application.

SECTION 59-40-65. Online or computer instruction; requirements; enrollment in South Carolina Virtual School Program.

(A) If the governing body of a charter school offers as part of its curriculum a program of online or computer instruction, this information shall be included in the application and the governing body shall be required to:

(1) provide each student enrolled in the program with a course or courses of online or computer instruction approved by the State Department of Education that must meet or exceed the South Carolina content and grade specific standards. Students enrolled in the program of online or computer instruction must receive all instructional materials required for the student's program;

(2) ensure that the persons who operate the program on a day-to-day basis comply with and carry out all applicable requirements, statutes, regulations, rules, and policies of the charter school;

(3) ensure that each course offered through the program is taught by a teacher meeting the requirements of Section 59-40-50;

(4) ensure that a parent or legal guardian of each student verifies the number of hours of educational activities completed by the student each school year;

(5) adopt a plan by which it will provide:

(a) frequent, ongoing monitoring to ensure and verify that each student is participating in the program, including proctored assessment(s) per semester in core subjects graded or evaluated by the teacher, and at least bi-weekly parent-teacher conferences in person or by telephone;

(b) regular instructional opportunities in real time that are directly related to the school's curricular objectives, including, but not limited to, meetings with teachers and educational field trips and outings;

(c) verification of ongoing student attendance in the program;

(d) verification of ongoing student progress and performance in each course as documented by ongoing assessments and examples of student coursework;

(6) administer to all students in a proctored setting all applicable assessments as required by the South Carolina Education Accountability Act.

(B) Nothing in this section shall prohibit a charter school that provides a program of online or computer instruction from reimbursing families of enrolled students for costs associated with their Internet connection for use in the program.

(C) A charter school shall provide no more than seventy-five percent of a student's core academic instruction in kindergarten through twelfth grade via an online or computer instruction program. The twenty-five percent of the student's core academic instruction may be met through the regular instructional opportunities outlined in subitem (A)(5)(b).

(D) Charter school students may enroll in the South Carolina Virtual School Program pursuant to program requirements.

(E) Private or homeschool students choosing to take courses from a virtual charter school may not be provided instructional materials, or any other materials associated with receiving instruction through a program of online or computer instruction at the state's expense.

(F) Only students enrolled in the charter school as a full-time student shall be reported in the charter school's average daily membership to the State Department of Education for the purposes of receiving state or federal funds. Private and homeschool students may not be included in the student weighted pupil units or average daily membership reported to the State Department of Education for the purposes of receiving state or federal funds.

SECTION 59-40-70. Charter School Advisory Committee; appointment of members; review of charter school applications.

(A) The Charter School Advisory Committee must be established by the State Board of Education to review charter school applications for compliance with established standards that reflect the requirements and intent of this chapter. Members must be appointed by the State Board of Education unless otherwise indicated.

(1) The advisory committee shall consist of eleven members as follows:

- (a) South Carolina Association of Public Charter Schools, the president or his designee and one additional representative from the association;
 - (b) South Carolina Association of School Administrators, the executive director or his designee;
 - (c) South Carolina Chamber of Commerce, the executive director or his designee and one additional representative from the chamber;
 - (d) South Carolina Education Oversight Committee, the chair or a business designee;
 - (e) South Carolina Commission on Higher Education, the chair or his designee;
 - (f) South Carolina School Boards Association, the executive director or his designee;
 - (g) South Carolina Alliance of Black Educators, the president or his designee; and
 - (h) one teacher and one parent to be appointed by the State Superintendent of Education.
- (2) As an application is reviewed, a representative from the board of trustees from which the committee is seeking sponsorship and a representative of the charter committee shall serve on the advisory committee as ex officio nonvoting members. If the applicant indicates a proposed contractual agreement with the local school district in which the charter school is located, a representative from the local school board of trustees of that district shall serve on the advisory committee as an ex officio, nonvoting member.
- (3) Appointing authorities shall give consideration to the appointment of minorities and women as representatives on the committee.
- (4) The committee shall establish bylaws for its operation that must include terms of office for its membership.
- (5) An applicant shall submit the application to the advisory committee and one copy to the school board of trustees of the district from which it is seeking sponsorship. In the case of the South Carolina Public Charter School District, the applicant 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 advisory committee shall receive input from the school district in which the applicant is seeking sponsorship and shall request clarifying information from the applicant. An applicant may submit an application to the advisory committee at any time during the fiscal year and the advisory committee, within sixty days, shall determine whether the application is in compliance. An application that is in compliance must be forwarded to the school district from which the applicant is seeking sponsorship with a letter stating the application is in compliance. The letter also shall include a recommendation from the Charter School Advisory Committee to approve or deny the charter. The letter must specify the reasons for its recommendation. This recommendation is nonbinding on the school board of trustees. If the application is in noncompliance, it must be returned to the applicant with deficiencies noted. The applicant may appeal the decision to the Administrative Law Court.
- (B) The school board of trustees from which the applicant is seeking sponsorship shall rule on the application for a charter school in a public hearing, upon reasonable public notice, within thirty days after receiving the application. If there is no ruling within thirty days, the application is considered approved. Once the application has been approved by the school board of trustees, the charter school may open at the beginning of the following year. However, before a charter school may open, the State Department of Education shall verify the accuracy of the financial data for the school within forty-five days after approval.
- (C) A school district board of trustees only shall deny an application if the application does not meet the requirements specified in Section 59-40-50 or 59-40-60, fails to meet the spirit and intent of this chapter, or adversely affects, as defined in regulation, the other students in the district in which the charter school is to be located. It shall provide, within ten days, a written explanation of the reasons for denial, citing specific standards related to provisions of Section 59-40-50 or 59-40-60 that the application violates. This written explanation immediately must be sent to the charter committee and filed with the State Board of Education and the Charter School Advisory Committee.
- (D) In the event that the racial composition of an applicant's or charter school's enrollment differs from the enrollment of the local school district in which the charter school is to be located or the targeted student population of the local school district by more than twenty percent, despite its best efforts, the school district board of trustees from which the applicant is seeking sponsorship shall consider the applicant's or the charter school's recruitment efforts and racial composition of the applicant pool in determining whether the applicant or charter school is operating in a nondiscriminatory manner. A finding by the school district board of trustees that the applicant or charter school is operating in a racially discriminatory manner justifies

the denial of a charter school application or the revocation of a charter as provided in this section or in Section 59-40-110, as may be applicable. A finding by the school district board of trustees that the applicant is not operating in a racially discriminatory manner justifies approval of the charter without regard to the racial percentage requirement if the application is acceptable in all other aspects.

(E) If the school district board of trustees from which the applicant is seeking sponsorship denies a charter school application, the charter applicant may appeal the denial to the Administrative Law Court pursuant to Section 59-40-90.

(F) If the school district board of trustees approves the application, it becomes the charter school's sponsor and shall sign the approved application, which constitutes a contract with the charter committee of the charter school. A copy of the charter must be filed with the State Board of Education.

(G) If a local school board of trustees has information that an approved application by the South Carolina Public Charter School District adversely affects the other students in its district, as defined in regulation, or that the approval of the application fails to meet the spirit and intent of this chapter, the local school board of trustees may appeal the granting of the charter to the Administrative Law Court. The Administrative Law Court, within forty- five days, may affirm or reverse the application for action by the South Carolina Public Charter School District in accordance with an order of the state board.

SECTION 59-40-75. Removal of sponsor or member of district or governing board; prosecution.

(A) A member of the South Carolina Public Charter School District or of the governing board or sponsor of the charter school who is indicted in any court for any crime, or has waived the indictment if permitted by law, may be suspended by the Governor, who shall appoint another in his stead until he is acquitted. In case of conviction, the office must be declared vacant by the Governor and the vacancy filled as provided by law.

(B) A member of the South Carolina Public Charter School District or of the governing board of the charter school who is guilty of malfeasance, misfeasance, incompetency, absenteeism, conflicts of interest, misconduct, persistent neglect of duty in office, or incapacity may be removed from office by the Governor. Before removing the officer, the Governor shall inform him in writing of the specific charges brought against him and give him an opportunity on reasonable notice to be heard.

(C) Whenever it appears to the satisfaction of the Governor that probable cause exists to charge a member of the South Carolina Public Charter School District or of the governing board of the charter school who has the custody of public or trust funds with embezzlement or the appropriation of public or trust funds to private use, then the Governor shall direct his immediate prosecution by the proper officer.

SECTION 59-40-80. Conditional authorization of charter school.

A sponsor may conditionally authorize a charter school before the applicant has secured its space, equipment, facilities, and personnel if the applicant indicates such authority is necessary for it to meet the requirements of this chapter. Conditional authorization does not give rise to any equitable or other claims based on reliance, notwithstanding any promise, parole, written, or otherwise, contained in the authorization or acceptance of it, whether preceding or following the conditional authorization.

SECTION 59-40-90. A final decision of the school district may be appealed by any party to the Administrative Law Court as provided in Sections 1-23-380(B) and 1-23-600 (D)

SECTION 59-40-100. Conversion to charter school.

(A) An existing public school may be converted into a charter school if two-thirds of the faculty and instructional staff employed at the school and two-thirds of all voting parents or legal guardians of students enrolled in the school agree to the filing of an application with the local school board of trustees for the conversion and formation of that school into a charter school. Parents or legal guardians of students enrolled in the school must be given the opportunity to vote on the conversion. Parents or guardians of a student shall have one vote for each student enrolled in the school seeking conversion. The application must be submitted

pursuant to Section 59-40-70(A)(5) by the principal of that school or his designee who must be considered the applicant. The application must include all information required of other applications pursuant to this chapter. The local school board of trustees shall approve or disapprove this application in the same manner it approves or disapproves other applications. The existence of another charter granting authority must not be grounds for disapproving a school desiring to convert to a charter school.

(B) A converted charter school shall offer at least the same grades, or nongraded education appropriate for the same ages and education levels of pupils, as offered by the school immediately before conversion, and also may provide additional grades and further educational offerings.

(C) All students enrolled in the school at the time of conversion must be given priority enrollment.

(D) All employees of a converted school shall remain employees of the local school district or the South Carolina Public Charter School District with the same compensation and benefits including any future increases. The converted charter school quarterly shall reimburse the local school district or the South Carolina Public Charter School District for the compensation and employer contribution benefits paid to or on behalf of these employees and provide to the school district any reports, forms, or data necessary for maintaining retirement coverage and providing South Carolina Retirement Systems benefits to converted school employees. The provisions of Article 5, Chapter 25 of Title 59 apply to the employment and dismissal of teachers at a converted school.

(E) The South Carolina Public Charter School District may not sponsor a public school to convert to a charter school. However, the South Carolina Public Charter School District may sponsor a converted charter school renewal if the charter school has not committed a material violation of the provisions specified in subsection (C) of Section 59-40-110 and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-110(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district.

SECTION 59-40-110. Duration of charter; renewal; revocation; termination.

(A) A charter must be approved or renewed for a period of ten school years; however, the charter only may be revoked or not renewed under the provisions of subsection (C) of this section. The sponsor annually shall evaluate the conditions outlined in subsection (C). The annual evaluation results must be used in making a determination for nonrenewal or revocation.

(B) A charter renewal application must be submitted to the school's sponsor, and it must contain:

- (1) a report on the progress of the charter school in achieving the goals, objectives, pupil achievement standards, and other terms of the initially approved charter application; and
- (2) a financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that allows comparison of these costs to other schools or other comparable organizations, in a format required by the State Board of Education.

(C) A charter must be revoked or not renewed by the sponsor if it determines that the charter school:

- (1) committed a material violation of the conditions, standards, or procedures provided for in the charter application;
- (2) failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application;
- (3) failed to meet generally accepted standards of fiscal management; or
- (4) violated any provision of law from which the charter school was not specifically exempted.

(D) At least sixty days before not renewing or terminating a charter school, the sponsor shall notify in writing the charter school's governing body of the proposed action. The notification shall state the grounds for the proposed action in reasonable detail. Termination must follow the procedure provided for in this section.

(E) The existence of another charter granting authority must not be grounds for the nonrenewal or revocation of a charter. Grounds for nonrenewal or revocation must be only those specified in subsection (C) of this section.

(F) The charter school's governing body may request in writing a hearing before the sponsor within fourteen days of receiving notice of nonrenewal or termination of the charter. Failure by the school's governing body to make a written request for a hearing within fourteen days must be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the sponsor shall give reasonable notice to the school's governing body of the hearing date. The sponsor shall conduct a hearing before taking final action. The sponsor shall take final action to renew or not renew a charter by the last day of classes in the last school year for which the charter school is authorized.

(G) A charter school seeking renewal may submit a renewal application to another charter granting authority if the charter school has not committed a material violation of the provisions specified in subsection (C) of this section and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-140(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district.

(H) A decision to revoke or not to renew a charter school may be appealed to the Administrative Law Court pursuant to the provisions of Section 59-40-90.

SECTION 59-40-115. Termination of contract with sponsor.

A charter school may terminate its contract with a sponsor before the ten-year term of contract if all parties under contract with the charter school agree to the dissolution. A charter school that terminates its contract with a sponsor directly may seek application for the length of time remaining on its original contract from another sponsor without review from the Charter School Advisory Committee.

SECTION 59-40-120. Dissolution of charter school.

Upon dissolution of a charter school, its assets may not inure to the benefit of any private person. Any assets obtained through restricted agreements with a donor through awards, grants, or gifts must be returned to that entity. All other assets become property of the sponsor.

SECTION 59-40-125. Eligibility for retirement coverage.

(A) All charter schools, other than converted charter schools whose employees remain employees of the local school district or the South Carolina Public Charter School District pursuant to Section 59-40-100(D), are eligible covered employers in the South Carolina Retirement Systems and may elect to participate in the system by filing the appropriate application with the South Carolina Retirement Systems. If the charter school chooses not to become a covered employer, employees of that charter school are not allowed to participate in the South Carolina Retirement Systems except as provided in Section 59-40-130.

(B) The South Carolina Public Charter School District shall be a covered employer in the South Carolina Retirement Systems.

SECTION 59-40-130. Leave to be employed at charter school; continuation of benefits; exceptions.

(A) If an employee of a local school district makes a written request for leave to be employed at a charter school before July 1, 2006, the school district shall grant the leave for up to five years as requested by the employee. The school district may require that the request for leave or extension of leave be made by the date provided for by state law for the return of teachers' contracts. Employees may return to employment with the local school district at its option with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.

(B) A charter school employing an individual on leave from a local school district shall participate in the South Carolina Retirement Systems as a covered employer with respect to the employee on leave it hires. The employee on leave from a local school district employed by a charter school shall accrue benefits and

credits in the South Carolina Retirement Systems. The charter school shall remit to the Retirement Systems the employer contributions required by law for participating employers. The employee shall make the employee contributions to the Retirement Systems required by law and the contributions must be picked up in accordance with Section 9-1-1020. The South Carolina Retirement Systems may impose reasonable requirements to administer this section.

(C) The provisions of this section do not apply to teachers and other employees of a converted school whose employment relation is governed by Section 59-40-100.

SECTION 59-40-140. Distribution of resources; periodic reports; technical assistance from sponsor; property rights; tax exemption.

(A) A local school board of trustees sponsor shall distribute state, county, and school district funds to a charter school as determined by the following formula: the previous year's audited total general fund revenues, divided by the previous year's weighted students, then increased by the Education Finance Act inflation factor, pursuant to Section 59-20-40, for the years following the audited expenditures, then multiplied by the weighted students enrolled in the charter school, which will be subject to adjustment for student attendance and state budget allocations based on the same criteria as the local school district. These amounts must be verified by the State Department of Education before the first disbursement of funds. All state and local funding must be distributed by the local school district to the charter school monthly beginning July first following approval of the charter school application and must continue to be disbursed to the charter school for the duration of its charter and for the duration of any subsequent renewals.

(B) The South Carolina Public Charter School District shall receive and distribute state funds to the charter school as determined by the following formula: the current year's base student cost, as funded by the General Assembly, multiplied by the weighted students enrolled in the charter school, which must be subject to adjustment for student attendance and state budget allocations. These state funds are in addition to other funds to be received and distributed by the South Carolina Public Charter School District pursuant to subsections (C) and (D) of this section and Section 59-40-220(A). However, the South Carolina Public Charter School District may not retain more than two percent of its gross revenue for its internal administrative and operating expenses.

(C) During the year of the charter school's operation, as received, and to the extent allowed by federal law, a sponsor shall distribute to the charter school federal funds which are allocated to the school district on the basis of the number of special characteristics of the students attending the charter school. These amounts must be verified by the State Department of Education before the first disbursement of funds.

(D) Notwithstanding subsection (C), the proportionate share of state and federal resources generated by students with disabilities or staff serving them must be directed to the school district board of trustees. The proportionate share of funds generated under other federal or state categorical aid programs must be directed to the school district board of trustees serving students eligible for the aid pursuant to state and federal law.

(E) All services centrally or otherwise provided by the sponsor or local school district, if any, including, but not limited to, food services, custodial services, maintenance, curriculum, media services, libraries, and warehousing are subject to negotiation between a charter school and the sponsor or local school district.

(F) All awards, grants, or gifts collected by a charter school must be retained by the charter school.

(G) The governing body of a charter school is authorized to accept gifts, donations, or grants of any kind made to the charter school and to expend or use the gifts, donations, or grants in accordance with the conditions prescribed by the donor. A gift or donation must not be required for admission. However, a gift, donation, or grant must not be accepted by the governing board if subject to a condition contrary to law or contrary to the terms of the contract between the charter school and the governing body. All gifts, donations, or grants must be reported to the sponsor in their annual audit report as required in Section 59-40-50(B)(3).

(H) A charter school shall report to its sponsor and the Department of Education any change to information provided under its application. In addition, a charter school shall report at least annually to its sponsor and the department all information required by the sponsor or the department and 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.

(I) The sponsor shall provide technical assistance to persons and groups preparing or revising charter applications at no expense.

(J) Charter schools may acquire by gift, devise, purchase, lease, sublease, installment purchase agreement, land contract, option, or by any other means, and hold and own in its own name buildings or other property for school purposes and interests in it which are necessary or convenient to fulfill its purposes.

(K) Charter schools are exempt from all state and local taxation, except the sales tax, on their earnings and property. Instruments of conveyance to or from a charter school are exempt from all types of taxation of local or state taxes and transfer fees.

SECTION 59-40-145. Students attending charter schools outside district of residence.

A child who resides in a school district other than the one where a charter school is located may attend a charter school outside his district of residence; however, the receiving charter school shall have authority to grant or deny permission for the student to attend pursuant to Sections 59-40-40(2)(b) and 59-40-50(B)(7) and (8) according to the terms of the charter after in-district children have been given priority in enrollment. However, the out-of-district enrollment shall not exceed twenty percent of the total enrollment of the charter school without the approval of the sponsoring district board of trustees. The district sending children to the charter school under the terms of this section must be notified immediately of the transferring students. Out-of-district students must be considered based on the order in which their applications are received. If the twenty percent out-of-district enrollment is from one school district, then the sending district must concur with any additional students transferring from that district to attend the charter school. The charter school to which the child is transferring shall be eligible for state and federal funding according to the formula defined in Section 59-40-140(A), (B), and (C), as applicable. However, this section does not apply to a charter school sponsored by the South Carolina Public Charter School District Board of Trustees.

SECTION 59-40-150. Duties of Department of Education.

(A) The Department of Education shall disseminate information to the public, directly and through sponsors, on how to form and operate a charter school and how to utilize the offerings of a charter school.

(B) At least annually, the department shall provide upon request a directory of all charter schools authorized under this chapter with information concerning the educational goals of each charter school, the success of each charter school in meeting its educational goals, and procedures to apply for admission to each charter school.

(C) The department shall bear the cost of complying with this section.

SECTION 59-40-155. Orientation programs for board members and administrators.

(A) Within one year of taking office, all persons elected or appointed as members of a charter school board of trustees after July 1, 2006, shall complete successfully an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation must be provided at no charge by the State Department of Education or an association approved by the department.

(B) Within ninety days of employment, an administrator employed by the charter school, who is not certified, shall complete successfully an orientation program in the powers, duties, and responsibilities of a school administrator including, but not limited to, topics on personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation must be provided at no charge by the State Department of Education or an association approved by the department.

SECTION 59-40-160. Compilation of evaluations; impact study.

(A) The State Board of Education shall compile evaluations to include, but not be limited to, school report cards of charter schools received from sponsors. They shall review information regarding the regulations and policies from which charter schools were released to determine if the releases assisted or impeded the charter schools in meeting their stated goals and objectives.

(B) An impact study must be conducted by the State Board of Education two years after the implementation of the Charter School Advisory Committee review process to determine the effectiveness of the application process.

SECTION 59-40-170. Annual listing of buildings suitable for charter school use.

The Department of Education shall make available, upon request, a list of vacant and unused buildings and vacant and unused portions of buildings that are owned by school districts in this State and that may be suitable for the operation of a charter school. The department shall make the list available to applicants for charter schools and to existing charter schools. The list must include the address of each building, a short description of the building, and the name of the owner of the building. Nothing in this section requires the owner of a building on the list to sell or lease the building or a portion of the building to a charter school or to any other school or to any other prospective buyer or tenant. However, if a school district declares a building surplus and chooses to sell or lease the building, a charter school's board of directors or a charter committee operating or applying within the district must be given the first refusal to purchase or lease the building under the same or better terms and conditions as it would be offered to the public.

SECTION 59-40-180. Regulations and guidelines.

The State Board of Education shall promulgate regulations and develop guidelines necessary to implement the provisions of this chapter, including standards which the Charter School Advisory Committee shall use to determine compliance with this chapter and an application process to include a timeline for submission of applications that will allow for final decisions, including Administrative Law Court appeal, by December first of the year preceding the charter school's opening.

SECTION 59-40-190. Liability of governing body, sponsor, board and employees; employment of member of governing body.

(A) The governing body of a charter school may sue and be sued. The governing body may not levy taxes or issue bonds.

(B) A sponsor is not liable for any of the debts of the charter school.

(C) A sponsor, members of the board of a sponsor, and employees of a sponsor acting in their official capacity are immune from civil or criminal liability with respect to all activities related to a charter school they sponsor. The governing body of a charter school shall obtain at least the amount of and types of insurance required for this purpose.

(D) A member of a school governing body may not receive pay as an employee in the same school.

SECTION 59-40-200. Effect of establishment of South Carolina Public Charter School District on pending and future applications.

An application already on file with the charter school advisory committee before the effective date of Section 59-40-220 is subject to the time line in effect at the time the application was filed. An application filed after the effective date of Section 59-40-220 is subject to the new time lines established pursuant to this chapter.

SECTION 59-40-210. Conversion of private school to charter school.

A school established as a private school, on the effective date of this section, which desires to convert to a charter school shall dissolve and must not be allowed to open as a charter school for a period of twelve months.

SECTION 59-40-220. South Carolina Public Charter School District.

(A) The South Carolina Public Charter School District is created as a public body. The South Carolina Public Charter School District must be considered a local education agency and is eligible to receive state and federal funds and grants available for public charter schools and other schools to the same degree as other local education agencies. The South Carolina Public Charter School District may not have a local tax base and may not receive local property taxes.

(B) The geographical boundaries of the South Carolina Public Charter School District are the same as the boundaries of the State of South Carolina.

(C) The office of the South Carolina Public Charter School District Board of Trustees must be housed in the State Department of Education.

SECTION 59-40-230. Board of trustees; membership; powers and duties.

(A) The South Carolina Public Charter School District must be governed by a board of trustees consisting of not more than eleven members:

(1) two appointed by the Governor;

(2) one appointed by the Speaker of the House of Representatives;

(3) one appointed by the President Pro Tempore of the Senate; and

(4) seven to be appointed by the Governor upon the recommendation of the:

(a) South Carolina Association of Public Charter Schools and one additional representative from the association;

(b) South Carolina Association of School Administrators;

(c) South Carolina Chamber of Commerce;

(d) South Carolina Education Oversight Committee;

(e) South Carolina School Boards Association;

(f) South Carolina Alliance of Black Educators.

The nine members appointed by the Governor pursuant to this subsection are subject to advice and consent of the Senate. Membership of the committee must reflect representatives from each of the entities in item (A)(4) or their designee as reflected in their recommendation.

Each member of the board of trustees shall serve terms of three years, except that, for the initial members, two appointed by the Governor, one by the Speaker of the House, and one by the President Pro Tempore of the Senate, shall serve terms of one year and three appointed by the Governor shall serve terms of two years. A member of the board may be removed after appointment pursuant to Section 1-3-240. In making appointments, every effort must be made to ensure that all geographic areas of the State are represented and that the membership reflects urban and rural areas of the State as well as the ethnic diversity of the State.

(B) The South Carolina Public Charter School District Board of Trustees has the same powers, rights, and responsibilities with respect to charter schools as other school district boards of trustees of this State including, but not limited to, sponsoring charter schools and applying for federal charter school grants, except that the South Carolina Public Charter School District Board of Trustees may not offer application for a charter school, issue bonds, or levy taxes.

(C) The South Carolina Public Charter School District Board of Trustees annually shall elect a chairman and other officers, as it considers necessary from among its membership.

(D) Members of the South Carolina Public Charter School District Board of Trustees are not eligible to receive compensation but are eligible for per diem, mileage, and subsistence as provided by law for members of state boards, committees, and commissions.

(E) The South Carolina Public Charter School District Board of Trustees shall:

(1) exercise general supervision over public charter schools sponsored by the district;

- (2) grant charter status to qualifying applicants for public charter schools pursuant to this chapter;
 - (3) adopt and use an official seal in the authentication of its acts;
 - (4) keep a record of its proceedings;
 - (5) adopt rules of governance;
 - (6) determine the policy of the district and the work undertaken by it;
 - (7) prepare a budget for expenditures necessary for the proper maintenance of the board and the accomplishment of its purpose;
 - (8) keep financial records in accordance with state and federal accounting codes and procedures;
 - (9) comply with and ensure compliance of applicable state and federal regulations;
 - (10) procure an outside annual certified financial audit on funds and submit to the State Department of Education as required by the State Department of Education;
 - (11) be subject to the Freedom of Information Act;
 - (12) have the power to hire and fire the superintendent of the district who may have staff as needed.
- (F) The South Carolina Public Charter School District Board of Trustees may contract, sue, and be sued.

SECTION 59-40-240. Severability.

If any section, subsection, paragraph, subparagraph, sentence, clause, phrase, or word of this chapter is for any reason held to be unconstitutional or invalid, such holding shall not affect the constitutionality or validity of the remaining portions of this chapter, the General Assembly hereby declaring that it would have passed this chapter, and each and every section, subsection, paragraph, subparagraph, sentence, clause, phrase, and word thereof, irrespective of the fact that any one or more sections, subsections, paragraphs, subparagraphs, sentences, clauses, phrases, or words thereof may be declared to be unconstitutional, invalid, or otherwise ineffective.

Revisions May 2008

**Appendix B – State Board Regulation - Procedures and Standards
for Review of Charter School Applications**

Title of Regulation: Regulation No.: R 43-601

PROCEDURES AND STANDARDS FOR REVIEW CHARTER SCHOOL APPLICATIONS **Effective Date: 6/26/09**

Constitutional and Statutory Provisions:

S. C. Code Ann. Section(s):

Section 59-5-60 (1990) General powers of [State] Board.
Section 59-40-10, et seq. (Supp. 2002) Charter Schools.

Descriptor Code: None

State Board Regulation:

Procedures and Standards for Review of Charter School Applications

43-601. Procedures and Standards for Review of Charter School Applications.

I. DEFINITIONS

- (A) “Charter school” means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter. Nothing in this definition prohibits charter schools from offering virtual services pursuant to state law and subsequent regulations defining virtual schools.
- (B) “Applicant” means the person who or nonprofit corporate entity that desires to form a charter school and files the necessary application with the South Carolina Public Charter School District Board of Trustees or the local school board of trustees of the district where the charter school is to be located. The applicant also must be the person who applies to the Secretary of State to organize the charter school as a nonprofit corporation.
- (C) “Sponsor” means the South Carolina Public Charter School District Board of Trustees or the local school board of trustees of the district where the charter school is to be located, as provided by law, from which the charter school applicant requested its charter and which granted approval for the charter school's existence.
- (D) “Charter Committee” means the governing body of a charter school formed by the applicant to govern through the application process and until the election of a board of directors is held. After the election, the board of directors of the corporation must be organized as the governing body and the charter committee is dissolved.

- (E) “Local school district” means any school district in the state except the South Carolina Public Charter School District and does not include special school districts.
- (F) “Scholastic year” means the year that begins on the first day of July of each year and ends on the thirtieth day of June following.

II. APPLICATIONS TO BE CONSIDERED BY THE CHARTER SCHOOL ADVISORY COMMITTEE

(A) Review of Applications

All charter school applications must be reviewed by the Charter School Advisory Committee to determine compliance with the standards established below. The applications submitted to the Advisory Committee must demonstrate compliance with each standard. If the Advisory Committee determines that the application meets the standards set forth in this regulation, it must forward the application to the school district from which the applicant is seeking sponsorship. The Advisory Committee must make a recommendation to the school district to either approve or deny the charter.

(B) Application Timeline

Applications must be submitted to the Advisory Committee on or before May 1 to ensure completion of the review process by December 1 of the year preceding the opening of the charter school. If a charter, to include a conditional charter, is not issued by December 1, the opening will be delayed one scholastic year. Charter applications must propose school openings that are consistent with South Carolina’s definition of a scholastic year. The applicant must submit the application to their selected sponsor on or before the date that the application is submitted to the CSAC for review. Evidence of this act must accompany the application to the CSAC.

(C) Proposed Contract

The charter school application will be a proposed contract.

(D) Requests for Additional Information

If the Advisory Committee determines that an application does not meet one or more of the standards, it may request clarification or additional information from the applicant or the district. The Advisory Committee has the authority to incorporate this additional information into the application.

III. CHARTER SCHOOL APPLICATION STANDARDS

(A) Mission Statement

The charter school application must include a mission statement that must be clear and must support the intent of the Charter Schools Act:

- (1) The purpose of the charter school must be clearly stated.
- (2) The purpose of the charter school must be consistent with the intent of the Charter Schools Act:
 - (a) S.C. Code Ann. Section 59-40-20 (Supp. 2007):
This chapter is enacted to:
 - (i) improve student learning;
 - (ii) increase learning opportunities for students;
 - (iii) teaching methods;
 - (iv) establish new forms of accountability for schools;
 - (v) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and
 - (vi) assist South Carolina in reaching academic excellence.

(b) S.C. Code Ann. Section 59-40-30 (Supp. 2007):

The purpose of the Charter Schools Act is to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system.

(B) Admissions Policies and Procedures

The application must include a description of the charter school's admission policies and procedures:

- (1) 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.
- (2) The admission policies and procedures must provide that, subject to space limitations, the charter school admits all children who are eligible to attend

public school in the school district where the charter school is operating. For schools within the South Carolina Public Charter School District, the enrollment is open to all children who are eligible to attend public school in the state. If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, as specified in federal or state guidance. There is no appeal to the local school board of trustees.

- (3) The policies and procedures must not limit or deny admission or show preference to any individual group; however, priority, which may not exceed twenty percent of the enrollment of the charter school, may be given to
 - (a) a sibling of a pupil already enrolled or previously enrolled,
 - (b) children of charter school employees, and
 - (c) children of the charter school committee.
- (4) Admission priority must be given to all students enrolled in a school undergoing a conversion.
- (5) The 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 section is not applicable to schools authorized by the South Carolina Public Charter School District.
 - (a) In-district students will be given priority.
 - (b) Out-of-district student enrollment must not exceed 20 percent of the total enrollment of the charter school without the approval of the receiving district 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.
 - (c) If the 20 percent of the 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.
- (6) 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 sponsor. The decision will be binding on the student and the charter school.

(C) Support for Formation of a Charter School

The application must include evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of the charter school:

- (1) The charter committee must include at least one teacher.
 - (2) The application must include documentation of support of parents, teachers, pupils, or any combination of them that demonstrates that the school would likely meet enrollment expectations. A list of prospective or tentatively enrolled students or prospective employees is not required. The application must set forth the anticipated enrollment for the school at each grade level.
 - (3) Evidence of the interest level of parents, teachers, pupils, or any combination of them must be provided in the application and may include, but not be limited to, documentation of attendance and support at community meetings and survey results.
 - (4) 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.
 - (5) In the case of a proposal to convert a school, 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. 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.
- (D) Educational Program, Goals, Objectives, Pupil Achievement Standards, and Curriculum

The charter school's educational program, goals, objectives, pupil achievement standards, and curriculum must be clearly described in the application and must meet or exceed any student academic standards adopted by the school district in which the charter school is located. The application must demonstrate that the educational program is designed to enable each student to achieve these standards.

- (1) The goals and objectives must be clearly stated and must provide enough detail to indicate specific outcomes.

- (2) The student population must be identified by grade level, unique educational needs, and projected enrollment. A converted charter school must offer the same grades, or nongraded 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.
- (3) The educational goals must reflect the school's mission statement.
- (4) Strategies to accomplish the educational goals must be included.
- (5) The school calendar must be at least 180 instructional days.
- (6) Academic standards must identify what students will achieve at each grade level and must meet or exceed the South Carolina curriculum standards, as adopted by the State Board of Education. A correlation or other documentation must be included or process identified to ensure that the school will provide an instructional program that meets or exceeds the academic standards.
- (7) If the charter school plans to offer the South Carolina State High School Diploma, the application must set forth the method for meeting the state requirements for the High School Diploma, including, but not limited to, course unit requirements, seat time for Carnegie Units, as applicable, and passage of the required examinations.
- (8) Provisions must be included for determining if all students are achieving or attaining the standards, including the methods by which student performance information will be gathered and monitored.
- (9) The application must include an explanation as to how the school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

(E) Student Assessment

The application must include a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards. The school's evaluation plan must include state-mandated assessments and other assessments as well as the timeline for meeting these standards and the procedures to be taken if pupil achievement falls below the standards.

- (1) Methods for evaluating pupil achievement at each grade level must be specified. These methods must include but should not be limited to the state assessments.

- (2) The timeline must identify the expected yearly progress toward meeting the school's long-term performance goals. The expected yearly progress must meet or exceed the expectation of adequate yearly progress as established in the No Child Left Behind Act.
- (3) Provisions must be included to address the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program.

(F) Budget and Accounting System

The application must include a plan for the charter school that is economically sound and in compliance with state and federal requirements:

- (1) A budget for the first five years of the charter must be included. The charter school must use the same budget codes as are required of school districts. 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). If the budget includes funds acquired through grants, the application must present evidence that the funds, including federal public charter school start-up grants, are likely to be received, and the terms of the projected grants must be explained. Anticipated expenditures must include all costs associated with initial implementation and continued operation, including but not limited to instructional and support costs for:
 - (a) salaries,
 - (b) employee benefits,
 - (c) purchased services (includes insurance and transportation),
 - (d) supplies and materials (includes noncapital equipment), and
 - (e) capital outlay.
- (2) The application must include a description of the annual audit of the financial and administrative operations of the charter school, including evidence that the charter school will adhere to the accounting, auditing, and reporting procedures and requirements that are applied to public schools operating in South Carolina. Accounting, auditing, and reporting requirements must be in compliance with the principles set forth in the following publications, published annually by the Office of Finance:
 - (a) *Single Audit Guide*,
 - (b) *Financial Accounting Handbook*, and
 - (c) *Funding Manual*.
- (3) The application must include documentation regarding the pupil accounting system, including evidence that the charter school will adhere to the procedures and regulations that are applied to public schools operating in South Carolina. Pupil accounting and reporting requirements

must be in compliance with the *S.C. Pupil Accounting Manual* and the *S.C. Student Accountability Manual*, published by the State Department of Education.

- (4) The application must include documentation of any negotiated services provided by the school district, including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.

(G) Governance and Operation

The application must include a description of the governance and operation of the charter school:

- (1) The charter school must be organized as a South Carolina non-profit corporation and the application must include a copy of the non-profit corporation's articles of incorporation and bylaws.
- (2) The governing board must be elected annually by employees of the charter school and all parents or guardians of enrolled students.
- (3) The governing board must assume the following responsibilities:
 - (a) employing and contracting with teachers and nonteaching employees;
 - (b) ensuring that teachers, whether certified or noncertified, undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school;
 - (c) contracting for other services;
 - (d) developing pay scales, performance criteria, and discharging policies for its employees;
 - (e) deciding all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures; and
 - (f) ensuring that the charter school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same school district.

- (4) The application must include a description of the administrative structure of the charter school, including the roles and responsibilities of each administrative staff member.
- (5) Evidence of the nature and extent of parental, community, and professional educator involvement in the governance and operation of the school must be provided.
- (6) Evidence must be provided that the charter school and its governing body will comply with the Freedom of Information Act. Such evidence may include the bylaws of the nonprofit corporation, which must be established prior to application.

(H) Administrative and Teaching Staff

The charter school must employ administrators and teachers in a manner consistent with the Charter Schools Act:

- (1) At least one member of the administrative staff must hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. The application must provide evidence that the qualifications of at least one administrator will meet this requirement.
- (2) A newly created charter school may hire noncertified teachers not to exceed 25 percent of its faculty.
- (3) A converted charter school may hire noncertified teachers not to exceed of 10 percent of its faculty.
- (4) A teacher of a core academic area (English/language arts, mathematics, science, or social studies) must be certified in that area or must hold a baccalaureate or graduate degree in that subject. Teachers with elementary certification may teach in any academic area and in any grades allowable by the status of their certification.
- (5) Part-time noncertified teachers must be considered pro rata in calculating staff percentages based on the hours which they are expected to teach.
- (6) 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.
- (7) A certified teacher must hold current certification by the State of South Carolina to teach in a public elementary, middle, or secondary school.

(I) Racial Composition

The application must describe how the charter school intends to ensure that the enrollment of the school is similar to the racial composition of the school district or to the targeted student population the charter school proposes to serve and must also provide assurance that the school complies with any school district desegregation plan or order in effect:

- (1) The application must demonstrate timely, fair, and realistic policies and procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district or the targeted school population.
- (2) The proposed procedures and policies must reflect an understanding of the racial composition of the district and the targeted student population.
- (3) To ensure compliance with a desegregation plan or order, the charter school applicant should take the following steps and provide documentation that these steps were taken in its application:
 - (a) request and receive a letter from the district indicating whether the school will be subject to any desegregation plan or order;
 - (b) secure a copy of the desegregation plan or order if the school is subject to such;
 - (c) determine and demonstrate that the charter school's policies and procedures are in compliance with the desegregation plan or order;
 - (d) request and receive a letter from the district that indicates whether the charter school's proposed policies and procedures are in compliance with any desegregation plan or order in effect in the district or whether clarification must be received from the Office for Civil Rights.

(J) Transportation

The application must include a description of how the charter school intends to meet the transportation needs of its pupils:

- (1) 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.

- (2) If the lack of transportation is preventing a child from attending school, the charter school must provide or facilitate transportation for that student.
- (3) 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.
- (4) A charter school is not required to provide or facilitate transportation for out-of-district students.

(K) Facilities and Equipment

The application must include a description of the building, facilities, and equipment and an explanation as to how they will be obtained:

(1) Facilities Identified in Application

- (a) If a facility suitable for use by the charter school is identified at the time of application, the application must provide the following information with regard to the facility that the charter school intends to occupy:
 - (i) the address of the facility;
 - (ii) a description of the facility;
 - (iii) a floor plan of the facility, including a notation of its size in square footage;
 - (iv) the name and address of the owner of the facility; and
 - (v) a copy of the proposed lease or rental agreement if the facility will be leased or rented.
- (b) If the facility that the charter school will occupy is being used as a public school at the time of application, the application must specify the name and location of that school and must include documentation setting forth the specific days and times during which the charter school is authorized to use that facility.
- (c) The application must either demonstrate that the proposed facility is in compliance with requirements set forth in the South Carolina School Facility Planning and Construction Guide for charter school occupancy or must provide a description of that facility and must demonstrate that it will meet the requirements:

- (i) A certificate of occupancy or a letter from the Office of School Facilities stating that the facility meets the appropriate codes is adequate to show compliance with this standard with regard to school facilities.
- (ii) If a certificate of occupancy is not issued or cannot be obtained at the time of application, the application must provide evidence that the charter school committee is working with an architect and/or the Office of School Facilities to correct any deficiencies in the facility.

(2) Facilities Not Identified in Application

If the charter school has not identified a suitable facility, the application must specify a plan for obtaining such a facility and must include

- (a) a description of the facility needs,
- (b) a statement as to whether an existing facility will be remodeled or a new facility will be built, and
- (c) 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.

- (3) The application must include a description of the equipment that will be used to support the proposed curriculum and an explanation as to how the equipment will be obtained.

(L) Employee Relations

The application must explain the relationship that will exist between the charter school and its employees, including evaluation procedures:

- (1) The application must include a description of the process that will be used to advertise for, select, and employ instructional staff and other employees.
- (2) The procedure for the evaluation of teachers of the charter school must be outlined in the application.
 - (a) The charter school may choose to use the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) program. If ADEPT is to be used, the school must meet all requirements of the program.

(b) If the charter school selects another method of evaluation, that method must be explained with adequate detail. Teachers with Initial Teaching Certificates in those schools can not advance to a Professional Teaching Certificate.

(3) The application must explain how the terms and conditions of employment will be addressed with affected employees.

(M) Grievance and Termination Procedures

The charter school must have a reasonable grievance and termination procedure for its employees:

(1) The charter school may, with agreement from the sponsor, adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. Section 59-25-410 et seq. (1990).

(2) If the charter school does not adopt procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. Section 59-25-410 et seq. (1990), the charter school must establish employment and termination procedures that provide for notice and a right to a hearing before the governing board.

(3) The charter school application must include grievance or termination procedures for paraprofessionals and other staff.

(4) Teachers and other staff members who are employed at a public school that converts and who desire to continue to teach or work at the converted school may do so but will remain employees of the local school district with the same compensation and benefits including any future increases.

(N) Student Conduct, Rights, and Responsibilities

The charter school application must include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures:

(1) The charter school may adopt the district's policy on student conduct and discipline.

(2) If the charter school does not adopt the district's policy on student conduct and discipline, the charter school application must include a policy that sets forth clear expectations for student conduct.

(3) The policy must set forth disciplinary actions to be taken by the administration for breaches of the student conduct policy.

- (4) 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.
- (5) 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.
- (6) 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).
- (7) 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.

(O) Indemnification

The charter school must assume the liability for the activities of the charter school and must agree to 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 that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

(P) Insurance

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.

- (1) The application must include a description of workers' compensation insurance and amounts and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.
- (2) The application must include a description of liability insurance and the amounts to be obtained by the charter school and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance. The minimum policy must

cover the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2001)).

- (3) The application must include a description of the insurance to cover loss to the school building and contents for fire and theft and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.
- (4) The application must 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. A statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance must also be included.
- (5) The application must include a description of automobile insurance, both property and liability insurance, and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

IV. VIRTUAL CHARTER SCHOOLS

- (A) Definition: 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) must be through regular instructional opportunities. Regular instructional opportunities may include, but are not limited to, the opportunities outlined in Section IV(E)(2).
- (B) The following additional information must be submitted to the Advisory Committee with the charter application:
 - (1) List of currently developed courses that are ready for curriculum alignment;
 - (2) Access to one course per level that can be previewed by South Carolina Department of Education (SCDE) to assess depth of work necessary for curriculum alignment;
 - (3) Description of how the proposed charter will comply with the 25 percent real time requirement;

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- (4) A timeline of how curriculum development will be completed and then approved by the SCDE;
- (5) A description of how much teacher interaction students will receive within the online instruction;
- (6) A description of the portal used and how it works;
- (7) A description of how the applicant plans to comply with the teacher requirements in S.C. Code Ann. Section 59-40-50.

(C) Curriculum

- (1) All courses in core areas for which there are state-adopted curriculum standards must be reviewed to determine whether the courses meet content and grade specific standards, and approved by the SCDE prior to offering the course.
- (2) Review by the SCDE

After the approval or conditional approval of a charter by the sponsor, the virtual charter school may submit courses for approval by the SCDE.

- (a) The submittal must be done no later than six months prior to the proposed start to the school year and in the format required by the SCDE.
- (b) The virtual charter school must provide SCDE online access to all courses that are submitted for review.
- (c) The virtual charter must provide the SCDE copies of or links to other materials that will be used to cover content standards.
- (d) If the virtual charter is also using textbooks to teach the courses, the virtual charter must, if requested, provide a copy or excerpts of the text to the SCDE for the review process.

(D) Additional Program Requirements

The program must provide the following:

- (1) Each course must be taught by a teacher meeting the requirements of S.C. Code Ann. Section 59-40-50;
- (2) Ensure that a parent or legal guardian verifies the number of hours of educational activities completed by the student each year;

- (3) Provide for frequent, ongoing monitoring of an individual student's program to verify each student is participating in the program;
- (4) Include proctored assessments for core subjects per semester that are graded or evaluated by the teacher;
- (5) Conduct at least bi-weekly parent-teacher conferences in person or by telephone;
- (6) Provide for a method to verify student attendance;
- (7) Provide for verification of ongoing student progress and performance in each course as documented by assessments and examples of coursework.

(E) Regular Instructional Opportunities

- (1) The charter school must provide regular instructional opportunities in real time that are directly related to the school's curricular objectives. Core academic instruction includes instruction in English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- (2) Regular instructional opportunities include, but are not limited to, the following:
 - (a) meetings with teachers;
 - (b) educational field trips and outings;
 - (c) virtual field trips that are in real time attended by other charter school students;
 - (d) virtual conferencing sessions;
 - (e) offline work or projects assigned by the teacher of record.

V. CONDITIONAL CHARTERS

The local school board may grant a conditional charter, instead of a full charter, to an applicant whose application meets the standards as determined by the Advisory Committee only if one or more of the following conditions exists: a charter school has not yet secured its space and been issued a certificate of occupancy by the Office of School Facilities, secured its equipment, facilities, and/or personnel.

The conditional approval must be in writing and outline the specific conditions that must be met for approval and must include the specific date by which the conditions need to be met in order to secure approval. The local school board must make a determination as to whether the charter applicant has met the conditions of the conditional approval on or before the date specified in the conditional approval. Failure to make a ruling by the date outlined in the conditional charter shall be deemed approved.

VI. ADVERSE IMPACT ON STUDENTS

A local school board of trustees may deny an application if the charter school would adversely affect the other students in the district.

- (A) The local school board of trustees must demonstrate adverse impact on students. The impact must be specific and must have a negative affect on students. If the local school board of trustees finds that the charter school would adversely affect other students of the district, the written explanation of the reasons for denial required by Section 59-40-70(C) must describe detrimental effects upon other students of the district.
- (B) If the district is claiming an adverse impact based upon the redirection of funding to the charter school, the district must demonstrate that the funds being redirected to the charter school will have a direct negative impact on students.
 - (1) The district must show options it has considered in an effort to reduce the adverse financial impact of the charter school.
 - (2) The district has considered the net fiscal impact of the charter school, including the fiscal benefits that the charter school may bring to the district.

VII. GUIDELINES

The South Carolina Department of Education may issue guidelines to assist charter schools in complying with federal legislation, including, but not limited to, No Child Left Behind and the Individuals with Disabilities Education Act.

Appendix C: SCDE CSP Subgrant Monitoring Packet
Telephone Review Planning

Date:		Reviewer(s):	
Charter School Name:		Year Opened:	
Planning Year:		Person(s) Interviewed:	
Implementation Year:		Planning Award:	
Current Grant Year:			
Review Question	Evidence	Rating (Yes or No)	Action Needed
Did the school meet goals set out in the planning grant?			
Did the school expend funds according to the Budget Plan and approved final budget?			
Does the school have appropriate documentation to verify those expenditures?			
Is the school permitted to begin receiving implementation funds?			
Is a budget revision necessary for the transition into the Implementation Phase?			

SCDE CSP Subgrant Monitoring Packet
Annual Report

Planning Annual Report	Due May 31	Subgrantee Information
Status of Proposal	With a broad perspective, where are you in the development of your school?	
Fulfillment of Need	Why are you doing what you are doing?	
Goals and Objectives	Have you met the goals and objectives of your application?	
	Provide evidence by citing the goals and objectives with an explanation how you met them.	
Assessment	How are you measuring your success toward those goals?	
Development Status	What strengths and weaknesses have you noticed?	
	How will you address the deficiencies?	
Sponsor Relationship	What services have been provided to you, either free or by fee, from your sponsor?	
	Do you have any concerns or questions with the sponsor relationship?	
Teacher Certification	What is the current teacher certification and highly qualified staff status?	
	Provide evidence.	
Budget	Describe how you have spent your money and how it has helped your school to develop a high quality charter school.	
	If a balance remains, explain why and describe how this funding will be expended quickly but appropriately.	
	Complete the next tab showing your annual expenditures	

SCDE CSP Subgrant Monitoring Packet
 Planning Expenditures

Object	Description	Vendor	Cost Each	Quantity	Total		Expended?	Revised?
Contracted Services					\$0			
TOTAL					\$0			
Supplies & Materials					\$0			
					\$0			
					\$0			
					\$0			
					\$0			
TOTAL					\$0			
Other					\$0			
TOTAL					\$0			
GRAND TOTAL					\$0			

SCDE CSP Subgrant Monitoring Packet
Data Sheet

Charter School						
Sponsoring District						
P&I Contact						
Email						
Phone Number						
Address						
Fiscal Agent						
Tax ID Number						
Are you requesting Implementation or Continued Implementation funds?						
Funds Awarded to Date						
Funds Requested						
Phase	Year	Enrollment	Grades Served	# on Wait List	# of students with IEPs	% of students with IEPs
Planning		n/a	n/a	n/a	n/a	n/a
Implementation						
Continued Implementation						

SCDE CSP Subgrant Monitoring Packet

Reflection 1

<i>Reflections</i>	<i>Due before January 31</i>	
STATUS	Describe the current condition of your school.	
SUCCESS	List successes thus far	
STRUGGLES	What areas need improvement? How do you know?	
SUPPORT	How can you utilize your strengths and the school's current success to redirect those struggles? Who do you need to involve for help?	

SCDE CSP Subgrant Monitoring Packet
Implementation 1 Phone Interview

Date:		Reviewer(s):	
Charter School Name:		Year Opened:	
Implementation Year:		Person(s) Interviewed:	
Review Question	Evidence	Rating (Yes or No)	Action Needed
Did the school meet goals set out in the this implementation grant year?			
Did the school expend funds according to the Budget Plan and approved final budget?			
Is the school permitted to begin receiving the next phase of implementation funds?			
Are budget revisions needed for the Implementation Continuation Request?			
Has the school prepared and submitted its annual report to their sponsor?			

SCDE CSP Subgrant Monitoring Packet
Onsite Review Implementation 1A

Date:
Charter School
Name:
Implementation
Year:
Current Grant
Year:

Reviewer(s):
Year Opened:
Person(s) Interviewed:
Planning Award
Implementation Award (Year One)
Implementation Award (Year Two)
Supplement (If applicable):

Grant Application Area	Description from Grant	Monitoring Question	Evidence	Rating (Yes or No)	Action Needed	Due Date
Educational Program Description		<i>Does the educational program observed match the description in the grant?</i>				
Management Plan		<i>Is the school functioning as an autonomous entity?</i>				
		<i>Has the governance structure that is described and was implemented in the first year changed? If so, why and</i>				

SCDE CSP Subgrant Monitoring Packet
 Onsite Review Implementation 1A

PR/Award # U282A100010

e42

		<p><i>(If applicable) Is the EMO or CMO operating in such a way that the school is autonomous and there are no real or perceived conflicts of interest?</i></p>				
<p>Student Achievement Objectives</p>		<p><i>Do achievement objectives articulated in the interview match objectives described in</i></p>				

SCDE CSP Subgrant Monitoring Packet
Onsite Review Implementation 1A

PR/Award # U282A100010

e43

		<p><i>If objectives have changed, describe how and why. Are revised objectives appropriate to the mission/educational program described in the grant?</i></p>				
<p>Marketing and Admissions</p>		<p><i>Have parents and students been appropriately informed of the school?</i></p>				

SCDE CSP Subgrant Monitoring Packet
Onsite Review Implementation 1A

PR/Award # U282A100010

e44

		<i>Has the school offered students equal opportunity to enroll in the school under South Carolina law?</i>			
		<i>Is the lottery process fair and</i>			
		<i>Are the school's admissions practices consistent with 59-40-50(B)(7) and (8)?</i>			
Teachers		<i>Does the school employ at least one licensed special education teacher?</i>			

SCDE CSP Subgrant Monitoring Packet
Onsite Review Implementation 1A

PR/Award # U282A100010

e45

		<p><i>Is the school complying with 59-40-50(B)(5) that states the specific percentages of teachers that must be certified to teach?</i></p>				
<p>Parent & Community Involvement and Support</p>		<p><i>Are activities related to parent involvement occurring as described in the grant?</i></p>				
		<p><i>Are activities related to community involvement occurring as described in the</i></p>				

SCDE CSP Subgrant Monitoring Packet
Onsite Review Implementation 1A

PR/Award # U282A100010

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		<p><i>Is the school's board in some way reflective of the community?</i></p>				
Budget		<p><i>Are purchases being made according to the budget plan and approved final budget?</i></p>				
		<p><i>Can the school identify assets purchased with CSP funds?</i></p>				
		<p><i>Can the school demonstrate that professional development activities (if purchased through CSP funds) have occurred on time and/or are planned as described in the</i></p>				
		<p><i>Can the school demonstrate that purchased services are being conducted as described in the budget?</i></p>				
		<p><i>Have goals described in the budget been attained?</i></p>				

SCDE CSP Subgrant Monitoring Packet
Onsite Review Implementation 1A

PR/Award # U282A100010

		<i>Has the plan for financial viability beyond the duration of the P&I grant changed since the first year of operation? If so, why and what is that new plan?</i>				
Review of CSP guidelines		<i>Is the school utilizing the reimbursement process correctly with pertinent information on invoices and not holding funds in an</i>				
		<i>Is the school maintaining accurate records of all expenditures for 3 years after</i>				
		<i>Is the school aware of the budget revision process?</i>				

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Questions to SCDE

SCDE responses to school questions

SCDE CSP Subgrant Monitoring Packet

Annual Report 2

Implementation Year 1 Annual Report	Due May 31	Subgrantee Information
Status of Proposal	With a broad perspective, where are you in the development of your school?	
Fulfillment of Need	Why are you doing what you are doing?	
Goals and Objectives	Have you met the goals and objectives of your	
	Provide evidence by citing the goals and objectives with an explanation how you met them.	
Assessment	How are you measuring your success toward those goals?	
Development Status	What strengths and weaknesses have you noticed?	
	How will you address the deficiencies?	
Sponsor Relationship	What services have been provided to you, either free or by fee, from your sponsor?	
	Do you have any concerns or questions with the sponsor relationship?	
Teacher Certification	What is the current teacher certification and highly qualified staff status?	
	Provide evidence.	
Board Information	Describe your board election process and include the date of this election	
	List the dates, times, and locations of the board meetings for this past year.	
	Provide the names of your board members and indicate if they have been trained as required by law. If so, detail who trained them and when. If not, how will your school address this legal compliance?	
Budget	Describe how you have spent your money and how it has helped your school to develop a high quality charter school.	
	If a balance remains, explain why and describe how this funding will be expended quickly but appropriately.	
	Complete the next tab showing your annual expenditures	

SCDE CSP Subgrant Monitoring Packet
Implementation 1 Expenditures

Object	Description	Vendor	Cost Each	Quantity	Total		Expended ?	Revised?	Evidence Provided
Contracted Services					\$0				
TOTAL					\$0				
Supplies & Materials					\$0				
					\$0				
					\$0				
					\$0				
					\$0				
TOTAL					\$0				
Other					\$0				
TOTAL					\$0				
GRAND TOTAL					\$0				

PR/Award # U282A100010

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SCDE CSP Subgrant Monitoring Packet
Data Sheet 2

Charter School						
Sponsoring District						
P&I Contact						
Email						
Phone Number						
Address						
Fiscal Agent						
Tax ID Number						
Are you requesting Implementation or Continued Implementation funds?						
Funds Awarded to Date						
Funds Requested						
Phase	Year	Enrollment	Grades Served	# on Wait List	# of students with IEPs	% of students with IEPs
Planning		n/a	n/a	n/a	n/a	n/a
Implementation						
Continued Implementation						

SCDE CSP Subgrant Monitoring Packet

Onsite Review Implementation 2a

Date:
Charter School Name:
Implementation Year:
Current Grant Year:

Reviewer(s):
Year Opened:
Person(s) Interviewed:
Planning Award
Implementation Award (Year One)
Implementation Award (Year Two)
Supplement (If applicable):

Grant Application Area	Description from Grant	Monitoring Question	Evidence	Rating (Yes or No)	Action Needed	Due Date
Educational Program Description		<i>Does the educational program observed match the description in</i>				
Management Plan		<i>Is the school functioning as an</i>				
		<i>Is the governance structure that is described the same as the one</i>				
		<i>(If applicable) Is the EMO or CMO operating in such a way that the school is autonomous and there</i>				
		<i>Do achievement objectives articulated in the interview match objectives described in the grant?</i>				

SCDE CSP Subgrant Monitoring Packet
Onsite Review Implementation 2a

Student Achievement Objectives		<i>If objectives have changed, describe how and why. Are revised objectives appropriate to the mission/educational program described in the grant?</i>				
Marketing and Admissions		<i>Have parents and students been appropriately informed of the school?</i>				
		<i>Has the school offered students equal opportunity to enroll in the school under South Carolina law?</i>				
		<i>Is the lottery process fair and</i>				
		<i>Are the school's admissions practices consistent with 59-40-</i>				
Teachers		<i>Does the school employ at least one licensed special education teacher?</i>				
		<i>Is the school complying with 59-40-50(B)(5) that states the specific percentages of teachers that must be certified to teach?</i>				
		<i>Are activities related to parent involvement occurring as</i>				

SCDE CSP Subgrant Monitoring Packet
Onsite Review Implementation 2a

Parent & Community Involvement and Support		<i>Are activities related to community involvement occurring as</i>				
		<i>Is the school's board in some way reflective of the community?</i>				
		<i>Is the school financially viable beyond the P&I grant period?</i>				
Budget		<i>Are purchases being made according to the budget plan and</i>				
		<i>Can the school identify assets purchased with CSP funds?</i>				
		<i>Can the school demonstrate that professional development activities (if purchased through CSP funds) have occurred on time</i>				
		<i>Can the school demonstrate that purchased services are being conducted as described in the</i>				
		<i>Have goals described in the</i>				
		<i>Does the school have a plan for financial viability beyond the</i>				
Review of CSP guidelines		<i>Is the school utilizing the reimbursement process correctly with pertinent information on invoices and not holding funds in</i>				
		<i>Is the school maintaining accurate records of all expenditures for 3 years after the close fo the grant?</i>				
		<i>Is the school aware of the budget revision process?</i>				

Questions to SCDE

SCDE responses to school questions

SCDE CSP Subgrant Monitoring Packet

Reflection 2

Reflections

Due before January 31

**STATUS
SUCCESS**

Describe the current condition of your school.
List successes thus far

STRUGGLES

What areas need improvement? How do you know?

SUPPORT

How can you utilize your strengths and the school's
current success to redirect those struggles? Who do you
need to involve for help?



SCDE CSP Subgrant Monitoring Packet
Final Phone Review

Date:		Reviewer(s):
Charter School Name:		
Implementation Year:		
Grant End Date:		
Question	Rating (Yes or No)	Action Needed
Does final expenditure report demonstrate that all activities described in the budget were undertaken?		
Did the school attain goals described in its CSP implementation request?		
Does the school have records retained in a safe area for at least 3 years beyond the conclusion of this grant?		
Has the school prepared and submitted its annual report to its sponsor?		

SCDE CSP Subgrant Monitoring Packet
Final Report

Implementation Year 1 Annual Report	<i>Due May 31</i>	Subgrantee Information
Goals and Objectives	Have you met the goals and objectives of your application?	
	Provide evidence by citing the goals and objectives with an explanation how you met them.	
	If you did not meet all the goals and objectives, explain why.	
Assessment	How are you measuring your success toward those goals?	
Development Status	How is your school prepared to function without the CSP grant as a financially viable institution?	
	If you could change one thing from your CSP grant, what would that be and why?	
Sponsor Relationship	Do you have any concerns or questions with the sponsor relationship?	
Board Information	Describe your board election process and include the date of this election	
	List the dates, times, and locations of the board meetings for this past year.	
	Provide the names of your board members and indicate if they have been trained as required by law. If so, detail who trained them and when. If not, how will your school address this legal compliance?	
SCDE	What can the SCDE do to assist future sub-grantees with the CSP grant?	

SCDE CSP Subgrant Monitoring Packet
Final Report

Budget	Describe how you have spent your money and how it has helped your school to develop a high quality charter school.	
	If a balance remains, explain why and describe how this funding will be expended quickly but appropriately.	
	Complete the next tab showing your annual expenditures	

SCDE CSP Subgrant Monitoring Packet
Implementation 2 Expenditures

Object	Description	Vendor	Cost Each	Quantity	Total	Expended?	Revised?	Evidence Provided
Contracted	Services				\$0			
TOTAL					\$0			
Supplies & Materials					\$0			
					\$0			
TOTAL					\$0			
Capital Outlay					\$0			
TOTAL					\$0			
GRAND TOTAL					\$0			

Appendix D: *EDFacts* STATE CHARTER SCHOOLS PROFILE – SOUTH CAROLINA

PRAward # U282A100010

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Districts and Schools <small>(EDFacts SY 2007-08)</small>	District #		State #			
All schools	-		1,195			
Charter schools	-		29			
Title I schools	-		500			
Student Enrollment <small>(EDFacts SY 2007-08)</small>	Charter schools		All state schools			
	# of students	% of state total	# of students	% of students		
All students	5,487	0.8	712,319	N/A		
Economically disadvantaged	1,787	0.3	366,900	51.5		
Limited English proficient (LEP)	64	0.0	28,432	4.0		
Students with disabilities (IDEA)	594	0.1	91,968	12.9		
White	2,892	0.4	380,789	53.5		
Black, non-Hispanic	2,358	0.3	278,881	39.2		
Hispanic	117	0.0	36,491	5.1		
Asian/Pacific Islander	74	0.0	10,521	1.5		
American Indian/Alaskan Native	19	0.0	2,520	0.4		
Adequate Yearly Progress <small>(EDFacts SY 2007-08)</small>	All schools		Charter schools		Title I charter schools	
	#	%	#	%	#	%
Made AYP (For SY 2007-08)	217	19.5	6	22.2	1	11.1
Identified for improvement (Yr 1)	(For SY 08-09)		1	3.4	0	0.0
Identified for improvement (Yr 2)	(For SY 08-09)		1	3.4	1	11.1
Corrective action	(For SY 08-09)		1	3.4	1	11.1
Restructuring/Planning	(For SY 08-09)		0	0.0	0	0.0
Restructuring/Implementation	(For SY 08-09)		1	3.4	1	11.1
Student Outcomes						
Graduates and dropouts <small>(EDFacts SY 2007-08)</small>	HS grad rate %					
	Charter schools			All schools		
All students	-			-		
Economically disadvantaged	-			-		
Limited English proficient (LEP)	-			-		
Students with disabilities (IDEA)	-			-		
White	-			-		
Black, non-Hispanic	-			-		
Hispanic	-			-		
Asian/Pacific Islander	-			-		
American Indian/Alaskan Native	-			-		

State Assessment Performance <small>(EDFacts SY 2007-08)</small>	% of students performing at or above Proficient level											
	All		White		Black		Hispanic		Asian/PI		Amer Ind /Alas Nat	
	Ch	All	Ch	All	Ch	All	Ch	All	Ch	All	Ch	All
4th grade reading	47.2	54.0	69.7	66.6	31.4	36.9	66.7*	41.5	100.0*	73.7	-	50.8
8th grade reading	53.6	37.8	63.0	50.4	17.9	21.0	100.0*	27.1	-	59.1	-	39.1
HS reading	77.1	69.6	88.4	81.6	52.2	53.5	70.6*	58.8	50.0*	81.2	75.0*	63.1
4th grade math	44.5	52.7	66.4	67.0	29.9	32.9	44.4*	41.8	100.0*	76.3	-	51.9
8th grade math	45.6	29.2	41.9	40.4	7.0	13.8	100.0*	20.9	-	56.9	-	28.4
HS math	73.5	66.8	85.0	79.4	45.8	49.6	76.5*	58.4	100.0*	87.0	75.0*	66.9
State Assessment Performance <small>(EDFacts SY 2007-08)</small>	% of students performing at or above Proficient level											
	Economically disadvantaged		Students with disabilities (IDEA)		LEP students							
	Charter	All	Charter	All	Charter	All						
4th grade reading	38.0	39.8	19.0	20.9	40.0*	40.5						
8th grade reading	25.0	22.6	13.3*	6.3	100.0*	19.4						
HS reading	49.2	54.9	39.7	25.1	40.0*	40.5						
4th grade math	35.1	38.1	22.4	24.4	40.0*	42.8						
8th grade math	7.4	16.1	0.0*	5.9	0.0*	18.7						
HS math	46.8	52.9	41.1	23.7	80.0*	48.1						
Gap Analysis: State Assessment Performance <small>(EDFacts SY 2007-08)</small>	Difference in % of students performing at or above Proficient level											
	Econ dis'd - All students		LEP - All students		Black - White		Hispanic - White		Black - Hispanic			
	Ch	All	Ch	All	Ch	All	Ch	All	Ch	All		
4th grade reading	-9.2	-14.2	-7.2*	-13.5	-38.3	-29.8	-3.0*	-25.1	-35.3*	-4.7		
8th grade reading	-28.6	-15.3	46.4*	-18.4	-45.2	-29.3	37.0*	-23.2	-82.1*	-6.1		
HS reading	-27.9	-14.6	-37.1*	-29.1	-36.2	-28.0	-17.8*	-22.8	-18.4*	-5.3		
4th grade math	-9.4	-14.6	-4.5*	-9.9	-36.5	-34.2	-21.9*	-25.3	-14.5*	-8.9		
8th grade math	-38.2	-13.1	-45.6*	-10.5	-34.9	-26.6	58.1*	-19.5	-93.0*	-7.1		
HS math	-26.7	-14.0	6.5*	-18.8	-39.2	-29.8	-8.5*	-20.9	-30.7*	-8.9		

Notes: In the State Assessment Performance sections, percentages marked with an * are based on less than 50 students. In the Gap Analysis section, differences marked with ** are based on two percentages with less than 50 students and differences marked with * are based on one percentage with less than 50 students. Green – charters outperform districts Orange – charters within 3 points of districts Pink – closing achievement gap (bright pink means gap is reversed)

Data Source Note: Preliminary SY 2007-08 Consolidated State Performance Report data are used in this report.

Appendix E: Letters of Support

STATE OF SOUTH CAROLINA

Charter School Advisory Committee

605 RUTLEDGE BUILDING COLUMBIA, SOUTH CAROLINA 29201

May 4, 2010

Dr. Jim Rex
State Superintendent of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex:

This letter is in support of the South Carolina Department of Education's grant application for the Public Charter Schools Program (PCSP). As chair of the Charter School Advisory Committee in South Carolina, I appreciate the support your office has provided in the past. I have seen first hand the ways in which PCSP funding has benefited the charter movement here. For example, in the last two years, South Carolina has experienced explosive enrollment growth in our charter schools. Charter school enrollments have grown more than 120% from school year 2007-2008 (5400 students) through 2009-2010 (12,200 students).

The Charter School Advisory Committee supports the efforts of the State Department of Education to use grant money, if received, to fund start-up costs for additional charter schools. I assure you of our continued commitment to partner with you to increase the number of quality charter schools in the state and to continually evaluate their effectiveness.

Sincerely,

[Handwritten signature of Larry DiCenzo]
Larry DiCenzo
Chair, Charter School Advisory Committee

Chair
Larry DiCenzo
SC Association of Public Charter Schools

Vice-Chair
Richard Weldon
SC Association of Public Charter Schools

Secretary
Synthia Bennett
SC Chamber of Commerce

Members

Argentini Anderson
SC Commission on Higher Education

Robert Barnett
SC Chamber of Commerce

Dennis Drew
SC Education Oversight Committee

Debbie Elmore
SC School Boards Association

Glenn Stiegman
SC Association of School Administrators

Leon Temples
Teacher

Michael Quinlan
Parent

John Robinson
SC Alliance of Black School Educators



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Wayne Brazell, Ph.D.

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Rodney F. Clay

Director of Compliance

Paula Gray

Director of Exceptional

Student Services

Traci Bryant-Riches

Director of Accountability

Jonathan Butcher

700 Forest Drive, Suite 406
Columbia, SC 29204

Phone: 803-734-8322

Fax: 803-734-8325

www.sccharter.org

March 31, 2010

Dr. Jim Rex
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dr. Rex:

The teachers and administrators of the South Carolina Public Charter School District are very excited about the CSP grant application for South Carolina. Obviously, these funds are fundamentally vital for the further growth and development of public charter schools across the state. In particular, the training that will be provided through this funding will allow us to address a tremendous need in South Carolina, since community leaders in every region of the state continue to plan public charter schools and submit applications for public charter schools.

As you know, we have started a long-term partnership with the National Association for Charter School Authorizers for the development of a national model of authorization development, monitoring, and reauthorization headed in our office. We are very excited about this, since it not only places the South Carolina Public Charter School District in the position of leading all South Carolina school districts in authorizing training, but it gives us a regional leadership position to forge excellence in training authorization in a multi-state region.

Therefore, please consider this letter to be a pledge of significant in-kind support for the efforts outlined in the CSP grant proposal, since this work will enable us to bring to bear a state-wide training center of competency for training authorization and, over time, a regional beacon in this field. Our expertise, experience, and capacity as the state charter school district enables us to support your offices with clear goals, high expectations, and an unwavering commitment to enhancing charter schools and, through this, enhancing public education as a whole.

Sincerely,

Wayne Brazell, PhD
Superintendent



April 26, 2010

Dr. James Rex, State Superintendent
SC Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex;

The South Carolina Department of Education's (SCDE) application for the Federal Public Charter School program is a vital component to aid in the development of highly effective public charter schools. As the number of charter school students continues to increase, the economic times force a continual decrease in the amount of funding available to the schools that serve our State's students. A grant geared to assisting the financial stability of new schools and providing directed revenue to help the schools develop the best possible programs during the critical first two years of existence is desperately needed to assure a quality offering to our public charter school students and parents.

As an organization created to support the leadership of existing public charter schools, the Palmetto Charter Network fully supports this grant and will work with the SCDE, SCANPO, and SCAPCS to develop and implement the intensive training and Charter Leadership Academy as described within the grant. This program will significantly enhance the effectiveness of leadership in both new and existing charter schools in the state, further enhancing the quality of the educational offering our students receive. Implementation of the C.H.A.R.T.E.R School initiative will go a long way to help avoid the dismal charter school longevity record of the past.

As the Executive Director of the state's only virtual school not managed by an out-of-state education management organization, I covet the opportunity that our new public charter schools will be afforded through this program. Our team had to learn the process of charter school management through independent research, study, and with the guidance of our district. We would have been much more efficient in our efforts if we had received training and guidance from experienced charter school leaders in the state.

Public charter schools are meeting the needs of thousands of students throughout South Carolina. We serve numerous students who, for a variety of reasons, were unable to effectively learn and function in a traditional brick and mortar environment. These students have found success when their previous educational efforts frequently resulted in failure. The successful implementation of the programs described in this grant will enable many more schools to reach the unique educational needs of many more families and to fulfill the responsibility to which we have all been charged – to provide an excellent, public education to all students in our great state.

Thank you for your own untiring efforts to support our students.

Sincerely,

Barbara Stoops, DM
President



March 10, 2010

Dr. James Rex, State Superintendent
SC Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex:

The SC Association of Public Charter Schools (SCAPCS) fully supports the South Carolina Department of Education's (SCDE) application for the federal Public Charter School Program. This application as drafted by SCDE staff is based on the educational needs of SC's public schools students and the unique development needs of planning groups working on starting new public charter schools. These funds will provide for the planning, program design, and initial implementation of highly effective public charter schools. We are excited about the new supports and professional development opportunities that the application recognizes as needs in the process here in South Carolina.

This is a critical time in the development and growth of public charter schools in South Carolina with the recent addition of a new charter school authorizer, the South Carolina Public Charter School District (SCPCSD). Enrollment in SC public charter schools has more than doubled since the SCPCSD's inception. The subgrants provided to start charter schools in SC from this Public Charter School Program will be a key ingredient in the future growth of highly effective public charter schools.

SCAPCS is committed to partnering with the SCDE to implement the strategies of the grant proposal. Our staff is pleased to offer our expertise for the benefit of all public charter schools. SCAPCS has provided technical assistance and training to schools for 10 years and is excited to bring this to the next level in partnership with SCDE and other organizations across the state. SCAPCS is working with the National Alliance of Public Charter Schools to implement new supports and resources for public charter schools and this application will complement those efforts. SCAPCS is especially excited about the new 2 year cohort plan to expand the number of high quality charter schools.

I personally helped start a public charter school in SC with a STEM focus and can speak to the educational opportunities this funding creates for SC's students. Without the level of funding provided by this program, we would have struggled to open and would not have been able to offer the captivating math and science curriculum that has reengaged middle school students in school. Public charter schools are changing the educational landscape in South Carolina. This proposal's new focus on targeting higher need areas will offer choice to some of our country's neediest students along the 95 corridor and in other rural areas of the state. SCAPCS is looking forward to working with the SCDE and future planning groups to create new educational opportunities across South Carolina.

Sincerely,

Mary V. Carmichael
Executive Director

www.SCCharterSchools.org

PO Box 80444, Charleston, SC 29416

1-800-691-7133



FRANCIS MARION UNIVERSITY

Office of the President

March 31, 2010

SC Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Rex,

Francis Marion University (FMU) is prepared to offer our expertise and services as described in the Charter School Program (CSP) application submitted by the South Carolina Department of Education (SDE).

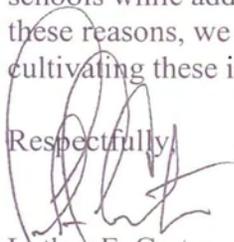
Specifically, the application seeks to reach into impoverished and rural areas, and FMU is situated uniquely to provide assistance. Our Center of Excellence to Prepare Teachers of Children of Poverty focuses on “increasing the achievement of children of poverty” by providing in-depth and continuous professional development. For any charter school that seeks to serve these children, we will assist them in training their staff to deal with the effects of generational poverty.

Further, our Center of Entrepreneurship and Non-Profit Leadership Institute both serve as invaluable resources for charter schools. Charter schools are unique public schools governed by non-profit boards; our service institutes provide extensive training in the governance and management of nonprofit organizations.

Presently, we are engaged in negotiations with Joel Medley, your charter school liaison, regarding the creation of a business plan template for charter schools to use in their planning and operations. We are also exploring the possibility of developing a charter school model for ascertaining the best management practices for charter school development.

All of these efforts will play a seminal role in the development of additional charter schools while addressing the unique concerns of children in impoverished areas. For these reasons, we seek a closer collaboration with the State Department of Education in cultivating these important and exciting areas of educational policy.

Respectfully,


Luther F. Carter
President

cc: Joel E. Medley _____

PO Box 100547, FLORENCE, SOUTH CAROLINA 29501-0547 • (843) 661-1210 FAX (843) 661-1366
email - lcarter@fmarion.edu

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

April 5, 2010

2711 Middleburg Drive, Suite 201
Columbia, SC 29204
803.929.0399
800.438.8508
Fax: 803.929.0173
E-mail: info@scanpo.org
Web: www.scanpo.org

SC Department of Education
1429 Senate Street
Columbia, SC 29201

Dr. Rex:

Officers

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HOPE worldwide South Carolina
Carol Burdette, Chair-Elect
United Way of Anderson County
Jonathan Kresken, Secretary/Treasurer
Waccamaw Community Foundation
Graham Adams, Member At-Large
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of South Carolina Foundation*
Lynn Greer
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Camilla Hertwig
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New Carolina
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Paula Watkins
The Humanities Council of SC
Zelda Quiller Waymer
SC Afterschool Alliance
Andrew Witt
*Cultural Council of Richland &
Lexington Counties*
Ann M. Wright
American Red Cross Upstate

Chair Emeritus

J. Mac Bennett
United Way of the Midlands

President

Mason B. Hardy

The South Carolina Association of Non-Profit Organizations (SCANPO) is pleased to endorse the Charter School Program (CSP) application submitted by the South Carolina Department of Education (SDE). The charter schools are a unique hybrid that must delicately balance public school administration strategies and non-profit management practices.

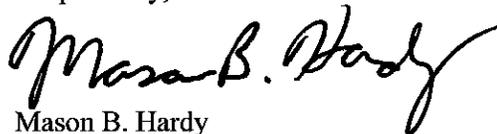
Nationally, charter schools have closed due to financial issues that often are related to poor leadership decisions; and that fact can be seen in South Carolina as well. The key to preventing these types of decisions is to provide as much training to the charter developer groups as they draft their charter applications and the authorized charter schools as they go through their mandatory planning year.

The Department's CSP application addresses this training process very well by creating a two year cohort called "C.H.A.R.T.E.R. School." We will have a tri-fold purpose in the two year cohort: (1) to provide realistic information about non-profit management to groups drafting their charter applications; (2) to assist authorized charters in understanding their roles and responsibilities for non-profit ethics or leadership; and (3) to carry each first year charter school through our 9 half day modules on "Best Practices for Non-profit Management."

I know the Department of Education is about to debut an online orientation that provides a link to our "Best Practices" document; however, in conversations with Joel Medley, the SDE's Charter Associate, we both agree that having a copy of our Guiding Principles is not enough. Together, our desire is to see each new charter school go through our 9 modules to ensure they operate effectively as non-profit entities. SCANPO's expertise in non-profit management, leadership ethics, and public policy will be of tremendous value to these groups.

Because this grant will continue to play a significant role in South Carolina's fostering the development of additional charter schools, the SCANPO is pleased to offer our support for the Department's proposal.

Respectfully,



Mason B. Hardy
President
SC Association of Non-Profit Organizations

January 18, 2009

Jim Rex
State Superintendent of Education
SC Department of Education
1429 Senate Street
Rutledge Building, Room 708-A
Columbia, SC 29201

fierce.

any conversation can.

Dr. Rex:

I am pleased to write this letter and announce the potential partnership that will exist between the SC Department of Education and Fierce, Inc. Joel Medley, your state's charter associate, has worked with me on behalf of Fierce, to forge this relationship for the benefit of your charter school students.

As an organization, we firmly believe in the power of relationships; and relationships live or die one conversation at a time. Further, we believe the purpose of a conversation is four-fold: (1) to interrogate reality of both individuals involved in the conversation, (2) to provoke learning of both individuals engaged in the conversation, (3) to resolve a tough issue by honoring the voice of all stakeholders, and (4) to enrich internal and external relationships. Because charter schools, more than any other public school, must have parental and community support, these conversational tools will assist them in building and maintaining those relationships one conversation at a time.

Joel and I have worked out a plan that will minimize the costs while maximizing the benefit. For the first year, we will send a certified trainer to South Carolina to work with the schools going through their planning year. Also, Joel will come to one of our "Train the Trainer" sessions to get the appropriate certifications so that he can directly provide training for future schools. Once he achieves our "Leaf Certification," the costs diminish considerably as the ongoing cost will only be for the participant kits.

We are thrilled at this opportunity to work with South Carolina! Our organization acknowledges that schools need these skills more than any other entity because they are training our future leaders. Conversational and collaborative skills are vital for success in the global economy and our students must be prepared for 21st century jobs, and have the skills to navigate their lives one conversation at a time.

Sincerely,



Deli Moussavi-Bock
Vice President and Director of Fierce in the Schools
deli@fierceinc.com



South Carolina Department of Education

Together, we can.

South Carolina Public Charter School Application (for schools planning to open Fall 2011)

Application Package

Deadline
12:00 p.m., Noon, May 3, 2010

South Carolina Charter School Advisory Committee

Jim Rex
State Superintendent of Education

Contact Information:
Joel E. Medley
Office of Public School Choice
South Carolina Department of Education
1429 Senate Street, Suite 708-A
Columbia, SC 29201
803-734-5481/803-734-8266
jmedley@ed.sc.gov

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PART I: GENERAL INFORMATION

A. Introduction

In 1996, the South Carolina Legislature passed the Charter Schools Act, thereby providing citizens the opportunity to apply to operate a public school. The focus of charter schools is to provide quality educational choices for parents and students. This application outlines the necessary components to propose, receive, and implement a high quality charter school. If sponsored, this application, by law, becomes a contract between the charter school and the district that sponsors the school (sponsor); always consider this responsibility in drafting the proposal.

This application must be completed for charter schools seeking to open in fall 2011. Application sections must be presented as outlined in this application package and labeled accordingly. Applications should comply fully with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-10 *et seq.* (2008) and the Procedures and Standards for Review of Charter School Applications, 24 S.C. Code Ann. Regs. 43-601 (2009) (see page 22). Start-up schools are not required to complete the sections noted for Conversion schools. Conversion schools are required to complete all sections. Section 1.B.v. should only be completed if the application is proposing virtual education.

B. Characteristics of a High Quality Charter School

A high quality charter school is a financially viable and choice-driven innovation that produces student achievement and stakeholder satisfaction through effective leadership. The chart below details these attributes and provides indicators that applicants should consider.

Term	Description	Details
Financial Viability	<i>Sustained beyond Planning and Implementation grant</i>	<ul style="list-style-type: none"> • Has identified potential grant opportunities • Has clean yearly audits • Has strong internal, fiscal controls • Is aware of available state/federal funding • Has forged public/private partnerships
Choice-Driven Option	<i>A Demonstrated Need</i>	<ul style="list-style-type: none"> • Uses outside input in planning and continuous improvement efforts • Seeks parent/community feedback • Maintains a relationship with authorizer • Is grounded upon a clear and compelling mission statement
Innovation	<i>Research-based</i>	<ul style="list-style-type: none"> • Proposes a new or novel idea previously not used in the proposed location • Provides evidence of successful implementation in other arenas • Expands current practice to reach more students
Student	<i>Annual,</i>	<ul style="list-style-type: none"> • Uses state standardized testing, graduation

Achievement	<i>Continuous Growth</i>	<p>rates, and AYP</p> <ul style="list-style-type: none"> • Recognizes responsibility for outcomes • Uses internal data sources • Uses external evaluations • Submits an annual report to the authorizer • Uses data-driven program modifications • Submits an annual sub-grantee report
Stakeholder Satisfaction	<i>Internal and External Support</i>	<ul style="list-style-type: none"> • Has high staff retention rates • Has a stable or growing enrollment • Demonstrates satisfaction on the annual school report card • Has community support • Has high student attendance rates
Effective Leadership	<i>Capacity Developed Within</i>	<ul style="list-style-type: none"> • Complies with state law for staffing • Uses teacher empowerment applications • Has a functioning board as shown by policies and practices • Has minimal leadership turnover • Provides professional development on leadership to all staff

C. Eligible Applicants

An eligible applicant is any person or group who desires to form a charter school and files the necessary application for review by the South Carolina Charter School Advisory Committee and the local school district or the South Carolina Public Charter School District (SCPCSD). The applicant must also be the person who applies to the South Carolina Secretary of State to organize the charter school as a nonprofit corporation.

D. Technical Assistance for Applicants

The South Carolina Department of Education (SCDE) will provide technical assistance for applicants on October 1, 2009, and January 12, 2010. Notification of training dates, times, and location are e-mailed to applicants. Interested parties should e-mail Rebecca Cupstid at rcupstid@ed.sc.gov for registration information. Daily technical assistance is available as needed regarding the charter school law and charter school application.

E. Review Process

After receiving a completed application, the South Carolina Charter School Advisory Committee (CSAC) will review, within 60 days, the application to determine compliance or noncompliance. If determined to be in compliance with charter law, the application will be forwarded from the CSAC to the proposed sponsor, either the local school district or the SCPCSD, for their consideration within

30 days. If an application is denied by the proposed sponsor, the applicant may appeal to the Administrative Law Courts (ALC).

If the CSAC determines the application is noncompliant with charter law, it will send an official letter outlining the deficiencies to the applicant. An applicant may appeal the decision to the ALC.

F. Deadline and Submission Procedures

- To allow adequate time for a complete review, State Board of Education (SBE) regulations require applicants to submit a completed application packet by **noon, Monday, May 3, 2010**, for charter schools that plan to open for the 2011–12 school year. Applications received after this deadline will not be considered for a 2011 opening.
- Applicants may not amend applications after submission.
- Only applications that are complete and follow these guidelines will be considered. Applications must present information in the order specified in these instructions to be deemed complete; applications that do not will not be reviewed.
- Applicants must submit the following as an application package in one box:
 - One original copy with original signatures of the authorized representative for the applicant. A signed, scanned copy included in an electronic submission will be accepted as an original signature. Clip the original application together in the upper left corner. Place the original in a separate envelope and include it as the first item in the box.
 - Three (3) complete copies that show signatures. Clip each of the copies together in the upper left corner. Place the copies openly in the box. Do not use separate envelopes for each copy.
 - One electronic copy of the application saved on a CD or flash drive as follows and enclosed with the application packet:
 - (1) save the application narrative in Microsoft Word format,
 - (2) save all the appendices in one document in PDF format, and
 - (3) save the budget in Microsoft Excel format.
- Prior to submitting the application, the applicant must submit one copy of the application to the superintendent of the sponsoring district in which the charter school is proposed (either the local school district or the SCPCSD). Evidence of this submission **MUST** be included in the appendix of the application submitted to the SCDE. Acceptable evidence includes a return receipt from the postal service or a self-created and signed form confirming hand delivery to the sponsor.
- Do not enclose the application in a notebook, binder, or folder.

- Sequentially identify the Appendices, either beginning with the number “1” or letter “A.” In the narrative, be consistent in referencing either “Appendices” or “Attachments” because interchanging language between “Appendices” and “Attachments” makes it difficult for reviewers to locate the section being referenced.
- Applications will not be returned. Keep a complete copy for your records. The SCDE will retain one copy of each application for archival purposes. After the Advisory Committee review is complete, additional copies will be shredded and recycled
- Submit the complete application packet (box) to

South Carolina Charter School Advisory Committee (CSAC)
c/o South Carolina Department of Education
Office of Public School Choice
1429 Senate Street, Suite 708-A
Columbia, SC 29201

PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS

Charter schools seeking to open in fall 2011 must complete and submit an application. Application sections must be presented as outlined in this application package and labeled accordingly. Applications should comply fully with the South Carolina Charter Schools Act, S.C. Code of Laws § 59-40-10 *et seq.* (2008) and the Procedures and Standards for Review of Charter School Applications, S.C. Code of Regulations 43-601(2009) (page 22). Start-up schools are not required to complete the sections noted for Conversion Schools. Conversion schools are required to complete all sections. Section 1.B.v. should only be completed if the application is proposing virtual education.

A. Application Overview

Include these items in your application in the following order:

- Application Cover Page (page 18)
- Table of Contents (in Microsoft Word)
- Application Narrative (in Microsoft Word)
 - Program
 - Personnel
 - Plans
 - Practices
- Appendices (all items saved in one .PDF document except where indicated)
 - Student Enrollment Projection
 - Five-Year Budget (in Microsoft Excel as a separate file)
 - Documentation from SCDE Office of Finance of estimated revenues
 - Articles of incorporation, bylaws, and proof of South Carolina non-profit corporation status
 - Documentation of insurability and estimate of cost of insurances (see page 12)
 - Statement of Assurances
 - Evidence of the application submittal to your proposed sponsor

B. Application Narrative Format

Required Font/Size	Times New Roman/12 point
Margins	One inch on all sides on 8.5" x 11" paper
Page Numbers	Numbered bottom right corner (number pages consecutively)
Header	Name of proposed charter school at the top right of each page (may be placed at the .5 inch top margin)
Spacing	Double space the narrative. Charts may be single spaced.

C. Applicant Narrative Content

The narrative sections must be presented in the order outlined below and labeled accordingly. The narrative is divided into four sections (Program, Personnel, Plans, and Practices) with standard components detailed below. Each section must be clearly identified using the language in the subheadings provided. Sections may not be combined. Incomplete applications will not be considered.

1. Program

A. Charter School Mission Statement

Describe why the school proposes to exist as a charter school and explain the need for the school in the district. Also, provide a mission statement—a clear and concise statement (in one or two sentences) that defines the purposes and nature of the school. The mission statement should indicate how the school seeks to make a difference in public education and must support the intent of the South Carolina Charter Schools Act.

B. Educational Program

Clearly describe the charter school's education program, goals, objectives, pupil achievement standards, and curriculum. The curriculum must meet or exceed any student academic standards adopted by the sponsoring school district in which the charter school will be located. Demonstrate that the educational program is designed to enable each student to achieve these standards. Following the outline below, clearly describe how the entire educational program fits together and is based on the school's mission.

i. Student Population

1. If the school will distinguish students by grade level, identify the targeted student population by grade level and any unique educational needs of the students. Complete the Student Enrollment Projections table (page 21) or modify this table to fit the school's student identification method. Include this table in the appendices.
2. Conversion Schools: For converting an existing public school into a charter public school, indicate the school's grades prior to conversion.

ii. Goals and Objectives

Clearly state the school's goals and objectives in measurable terms. Provide enough detail to indicate specific, measurable outcomes that will show incremental progress over time (beyond the first year) because these points are how the sponsor will assess the school and hold it accountable through the renewal or revocation process. Describe strategies to accomplish the educational goals and objectives.

iii. Academic Standards

1. Identify what students will achieve in each subject area at each grade level.

2. Provide evidence of a correlation or identify a process to ensure that the school's instructional program meets or exceeds the student academic standards adopted by the State Board of Education (SBE).
3. Specify the school's provisions for determining whether all students are achieving or attaining the standards. Include the methods for gathering and monitoring student performance information.

iv. Educational and Curricular Program

1. Define the charter school's proposed curriculum (include content and methodology) and show its correlation to the state's academic standards.
2. Provide a school calendar and daily schedule for the academic year that reflects the number of instructional days per year and hours of instructional time per day.
3. Describe the strategies or approaches to be used to enable students to attain the curriculum standards and create a seamless academic program for all students.
4. Illustrate the innovation of the educational program and how it differs from current educational opportunities in the proposed charter school's geographic area.
5. If the school plans to offer the South Carolina State High School Diploma, describe the method for meeting the state requirements for the high school diploma. Include course unit requirements, seat time for Carnegie Units, and passage of the required examinations.
6. Explain how the school will comply with the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Include the following:
 - describe the procedure for identifying students with special needs, developing individualized education programs, and providing related and transition services;
 - describe how the school will implement special education requirements for students with disabilities, including the full range of services and placements that will be made available;
 - describe how the school will implement transition services; and
 - describe how the school will address needs for assisted technology.

v. Virtual Schools (*complete **only** if the proposed charter school is virtual*)

1. List the currently developed courses. At least one course per level should be "live," meaning it can be previewed by the Office of eLearning once the charter school application is submitted. See the "Online Course Review Instrument" (pages 40-41), a rubric used to assess the curriculum's alignment with the state standards.
2. Describe how the proposed charter school will comply with the legislative requirement that 25% of instruction will be delivered in "real time."
3. Provide assurances, with a timeline, that clearly describe the process for curriculum alignment with the state standards. See the "Online Course Review Instrument" (pages 40-41), for further information on this process.
4. Describe how much teacher interaction students will receive within the online instruction.

5. Describe the portal and how it works.
6. If contracting with an outside company for online curriculum delivery, explain the company's history in the field of virtual education and provide references where possible. Include a copy of the proposed management agreement in the appendices.
7. Outline the educational program, describing
 - i. how each course will be taught by a teacher meeting the requirements of S.C. Code Ann. Section 59-40-50,
 - ii. how a parent or legal guardian will verify the number of hours of educational activities completed by the student each year,
 - iii. how frequent, ongoing monitoring of an individual student's program will be used to verify each student is participating in the program,
 - iv. how proctored assessments for core subjects that are graded or evaluated by the teacher will be included per semester,
 - v. when and how the bi-weekly parent-teacher conferences will be held,
 - vi. how student attendance will be verified, and
 - vii. how the school will verify ongoing student progress and performance in each course as documented by assessments and examples of coursework.

C. Student Assessment

Describe the charter school's plan for evaluating pupil achievement and progress toward accomplishing the school's achievement standards.

i. Student Achievement and Progress Evaluation

Describe the plan for evaluating student achievement and student progress toward accomplishing the school's achievement standards at each grade level. Include state-mandated assessments and other assessments.

ii. Performance Goals Timeline

Provide a timeline for meeting the school's performance goals. Include documentation that (1) the expected yearly progress will meet or exceed the expectation of adequate yearly progress established in the No Child Left Behind Act of 2001, and (2) the selected goals and objectives will be met in accordance with the timeframe established by the application.

iii. Academic Assistance

Detail the procedures to address the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program. Describe how the school will define "acceptable," which data sources will be examined to determine when students have not met an acceptable standard, and what strategies will be used to remediate those students in need.

2. Personnel

A. Administrative and Teaching Staff

Provide evidence that the charter school will employ administrators and teachers in a manner consistent with the South Carolina Charter Schools Act and the No Child Left Behind Act of 2001.

i. Administrative Staff

Identify the administrative positions, including the principal and guidance counselor, and specify the required qualifications and job descriptions. For administrative staff members who have already been selected, list their qualifications, and attach their résumés or vitae in the appendices.

ii. Teachers

List the anticipated teaching positions and include

- the grade or grades and content area the teachers will instruct,
- the qualifications/certification that will be required, and
- provisions for special education teachers to be certified in each of the areas of disability for students needing special education.

B. Employee Relations

Explain the relationship that will exist between the charter school and its employees, including evaluation procedures.

i. Employment Process

Detail the process to be used to advertise for, select, and employ instructional staff and other employees.

ii. Teacher Evaluations

Describe in detail the procedure that will be used for teacher evaluation.

iii. Terms and Conditions of Employment

Explain how the school will communicate its employment policies and any policy changes.

C. Grievance and Termination Procedures

Include a reasonable grievance and termination procedure for the charter school's employees.

i. 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.* (1990), include a letter of agreement from the sponsor.
2. If the school does not adopt the procedures outlined in S.C. Code Ann. § 59-25-410 *et seq.* (1990), explain the school's employment and

termination procedures that will provide for notice and a right to a hearing before the governing board.

ii. Employment and Dismissal Procedures for Administrative, Paraprofessional, and Non-teaching Staff

Provide grievance and termination procedures for administrators, paraprofessionals, and other staff.

3. Plans

A. Support for Formation of the Charter School

i. Charter Planning Committee

Provide the names, addresses, and experience/qualifications of committee members. The committee must include at least one teacher. The charter planning committee will be dissolved shortly after the opening of the school when the school's first governing board is elected.

ii. Evidence of Support

Include evidence that an adequate number of parents, teachers, pupils, or any combination support the formation of the charter school. Provide substantial evidence that the proposed charter school will reach its first year's projected enrollment. Without such evidence, an economically sound budget cannot be determined.

Demonstrate support from community groups and agencies and include letters from these entities that specify their level of commitment to the school in the appendices.

iii. Conversion Schools

If applying to convert a public school, include

1. evidence that two-thirds of the faculty and instructional staff and two-thirds of the votes cast by parents/legal guardians support filing the application,
2. documentation that parents/legal guardians had one vote for each of their children enrolled in the school (i.e., each student may be represented by only one vote),
3. evidence that all parents/legal guardians of students enrolled in the school were given the opportunity to vote, and
4. procedure used to ensure the integrity of the voting process.

B. Budget and Accounting System

Provide a plan for the charter school that is economically sound and in compliance with state and federal requirements, including a proposed budget for the term of the charter and the manner in which an annual audit will be conducted. Guidance can be found in the *SCDE Financial Accounting Handbook, Single Audit Guide*, and *Funding Manual* for South Carolina schools at <http://ed.sc.gov/agency/Finance-and-Operations/Finance/old/finance/manuals>.

i. Annual Budget

Using a Microsoft Excel spreadsheet, provide a budget for the first five years of the charter term. Include this spreadsheet in the appendices.

1. Revenues

- i. Revenue account codes must be in accordance with the SCDE *Financial Accounting Handbook* for South Carolina school districts.
- ii. Budget must include documentation from the SCDE of estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(D).
- iii. If including grant revenue, such as federal public charter school start-up grants, provide evidence that the projected funds are likely to be received and explain the terms of the grants.

2. Expenditures

- i. Expenditure budget codes must be in accordance with the SCDE *Financial Accounting Handbook* for South Carolina school districts.
- ii. List anticipated expenditures and all costs associated with initial implementation and continued operation, including but not limited to instructional and support costs for
 - salaries and employee benefits,
 - purchased services (including insurance and transportation),
 - supplies and materials (including noncapital equipment),
 - capital outlay, and
 - other.

3. Budget and Accounting Management

Provide the name, address, and contact information for the person/company who will manage the budgeting/accounting function for the charter school. If the sponsor will serve as the fiscal agent for the Charter School, provide that district's contact information.

ii. Annual Audit

Describe the annual audit of the financial and administrative operations of the school. Demonstrate how the school will adhere to the accounting, auditing, and reporting principles, procedures, and requirements that apply to all public schools operating in the state; these are stated in the following documents published annually by the SCDE Office of District Auditing and Field Services:

1. *Single Audit Guide*
2. *Financial Accounting Handbook*
3. *Funding Manual*

iii. Pupil Accounting System

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 (see <http://ed.sc.gov/agency/Finance-and-Operations/Finance/old/finance/manuals>).

iv. Negotiated Services Documentation

Provide documentation in the appendices of any negotiated services provided by the sponsor or the SCPCSD, including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing. Documentation should show evidence of agreement between the charter school and the proposed sponsor.

C. Insurance

Describe the types and amounts of insurance coverage to be obtained.

i. Worker's Compensation Insurance

Include a description of worker's compensation insurance and the amounts. In the appendices, include 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.

ii. Liability Insurance

Include a description of liability insurance and the amounts to be obtained by the charter school. In the appendices, include 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. The minimum policy must cover the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2008)).

iii. Property Insurance

Include a description of the insurance to cover loss to the school building and contents for fire and theft. In the appendices, include 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.

iv. Indemnity Insurance

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. Also include in the appendices 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.

v. Automobile Insurance

Include a description of automobile insurance and both property and liability insurance. In the appendices, include 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.

vi. Other 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.

D. Transportation

Describe how the charter school intends to meet the transportation needs of its students.

i. Transportation Needs

Describe how the school will provide or facilitate transportation for a student who is unable to attend school because of lack of transportation.

ii. School Bus

If the school will provide transportation by school bus, include a plan that complies with the state requirements for drivers and training and the state safety requirements for school buses (see <http://ed.sc.gov/agency/Innovation-and-Support/Transportation/old/trn/SchoolBusDrivers.html>).

iii. Contracted Services

If the school intends to contract with the district or a third party for transportation, describe those services and attach in the appendices a proposed contract with the application, including the name and address of the party providing the services.

iv. Special Needs Students

Explain how students with special needs will be transported in accordance with state and federal law, including the Individuals with Disabilities Education Improvement Act of 2004.

E. Facilities and Equipment

Describe the charter school's building, facilities, and equipment and explain how they will be obtained.

i. Identified Facility

If a facility has been identified at the time of application, include

1. the physical address of the facility;
2. a description of the facility (age, condition, etc.);
3. a floor plan, including a notation of its size in square footage as it relates to projected enrollment;

4. the name and address of the owner of the facility;
5. a copy of the proposed lease or rental agreement if the facility will be leased or rented; and
6. documentation in the appendices from the SCDE's Office of School Facilities stating that the facility meets the appropriate codes, or evidence that the charter school committee is working with an architect and/or the Office of School Facilities to correct any deficiencies (see page 35).

ii. Facility Not Identified

If the charter school has not identified a suitable facility, specify a plan for obtaining such a facility. Include

1. a description of facility needs,
2. an indication of current options for a facility, and
3. a schedule for completing or obtaining a suitable facility. If applicable, include a description of and timeline for any plan to raise funds for completing or obtaining a facility.

iii. Equipment

Describe the equipment that will be used to support the proposed curriculum and explain how the equipment will be obtained.

4. Practices

A. Governance and Operation

Describe the governance and operation of the charter school.

i. Non-Profit Corporation Status

Include, in the appendices, a copy of the non-profit corporation's articles of incorporation and bylaws to document that the charter school is organized as a South Carolina non-profit corporation.

ii. Governing Board

1. Describe 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.
2. Detail a plan for dissolving the charter planning committee and instituting the first elected governing board. Explain how nominations will be taken, when the vote will occur, how eligible voters will cast their ballots, when training will be provided for these governing board members, and how soon they will hold their first meeting.
3. Describe the authority of the governing board to develop policies, make decisions, and execute each of the following responsibilities:
 - i. employing and contracting with teachers and nonteaching employees;
 - ii. ensuring that all certified personnel, teachers, and noncertified teachers undergo background checks and other investigations before they are employed in the school;

- iii. contracting for other services including, but not limited to, transportation, accounting, and legal;
 - iv. developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
 - v. deciding all other matters related to the school's operation, including budgeting, curriculum, and operating procedures; and
 - vi. ensuring that the school will adhere to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district.
4. Provide evidence that the proposed charter school and its governing body will comply with the Freedom of Information Act as stated at: <http://www.scstatehouse.gov/code/t30c004.htm>. Specifically address policies regarding student records, administrative records, and meetings.

iii. Administrative Structure

Describe the administrative structure of the charter school, including the roles and responsibilities of each administrative staff member. Provide an organizational chart.

iv. Parental, Community, and Educator Involvement

Describe the nature and extent of parental, community, and professional educator involvement in the governance and operation of the school.

B. Admissions Policies and Procedures

Include a description of the school's admission policies and procedures.

i. Enrollment Procedures

Describe the proposed student enrollment policies and procedures. Include

- 1. who will be eligible to attend the school,
- 2. how the applications will be received and processed,
- 3. how a lottery will be conducted for the first and subsequent years of operation if applications exceed the capacity, and
- 4. whether priority enrollment will be granted to any specific groups of students.

ii. Students Outside the District

If the school plans to enroll out-of-district students, provide

- 1. estimated percentage of out-of-district enrollment,
- 2. approval provisions for the receiving school district if the out-of-district enrollment is expected to be greater than 20 percent,
- 3. notification to the sending school district of transferring students, and
- 4. approval provisions for the sending district if more than 20 percent of the school's enrollment is from a district other than the school's sponsor.

iii. Student Appeals Process

Describe the appeals process, including appeal to the sponsor's board of trustees, for a student who is denied admission for a reason other than the results of a lottery.

C. Racial Composition

Describe how the charter school intends to ensure that the enrollment of the school is similar to the racial composition of the school district or the targeted student population. Include an assurance that the school will comply with any desegregation plan or order in effect in the sponsoring district.

i. Racial Composition

Indicate the racial composition of the school district and the racial composition of the student population the school intends to target.

ii. Policies and Procedures

Describe the policies and procedures for recruiting students. Explain how the recruiting procedures are expected to result in a pool of student applications similar to the racial composition of the school district or the targeted student population.

iii. Desegregation Plan or Order

Include the following documents in the appendices to ensure compliance with a desegregation plan or order:

1. a letter from the sponsor indicating whether the school will be subject to a desegregation plan or order,
2. a copy of any desegregation plan or order to which the school will be subject,
3. an explanation of how the school's policies and procedures demonstrate an understanding of and comply with the desegregation plan or order, and
4. a letter from the sponsor indicating whether the school's proposed policies and procedures comply with any desegregation plan or order in effect in the district or whether clarification must be received from the Office for Civil Rights.

D. Student Conduct, Rights and Responsibilities, and Discipline Procedures

Include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures.

i. Student Conduct

Describe the school's policy governing student conduct. Set clear expectations for student conduct and include any disciplinary actions to be taken by the administration for breaches of the policy.

ii. Students with Disabilities

Include the school's policy on suspension and expulsion of students with disabilities.

iii. Student Rights

Describe the school's appeals process for students recommended for expulsion; this process must include a right to appeal to the charter's governing board.

iv. Parental Notification

Include the student conduct, rights, and responsibilities policies that will be given to parents and students at the beginning of the school year. Provide details on the parental grievance process the school will use to resolve issues.

E. Indemnification

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

 <p>South Carolina Department of Education Together, we can.</p>	<p>South Carolina Public Charter School Application for schools planning to open Fall 2011</p>	<p>FOR SCDE USE ONLY Date Received: _____ Received By: _____</p>
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Cover Page

Proposed Charter School Information

Name of Proposed School _____

Mailing Address (if known) _____

Name of Applicant Group _____

Contact Information

Contact Person _____

Title/Position _____

Daytime Telephone _____ Fax _____

Other Phone (cellular) _____ E-mail _____

Mailing Address _____

City, State, Zip Code _____

Additional Information about Proposed Charter School

Grade Levels : _____

Sponsor (local school district board or SCPCSD): _____

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 approved this document and pledges to comply with the attached assurances.

Signature of Charter School Planning Committee Chair _____ Date _____

FOR SPONSOR USE ONLY (when and if application is authorized)

Authorization: We hereby certify that this charter application has been duly authorized by the sponsor listed above. This authorization indicates that the terms of the application constitute a contractual agreement between the two organizations represented below.

Charter School Planning Committee Chair Name: _____

Signature _____ Date _____

Sponsor Representative name: _____

Signature _____ Date _____



Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the Charter School Application.

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.
- B. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor and is comparable to the changes of the local school district in which the charter school is located.
- 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), the local school district in which the charter school is located.
- D. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools.
- E. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools.
- F. Will report to its sponsor and the Department of Education 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 twenty-five percent of its entire teaching staff (ten percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in No Child Left Behind Act.
- I. Will employ one administrative staff member who is certified or experienced in the field of school administration.
- J. Will be secular in its curriculum, programs, governance, and all other operations.
- K. Will comply with the Freedom of Information Act.
- L. Will comply with the No Child Left Behind legislation.

- M. Will adhere to all provisions of reporting student truancy, discipline incidents and persistently dangerous situations as required by No Child Left Behind.
- N. Will assume liability for the activities of the charter school and will indemnify and hold harmless the school district, its servant, 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.
- O. Will report to its sponsor and the Department of Education any changes to information provided under its application in a timely manner.
- P. Will report at least annually to its sponsor and the Department of Education all information required by the sponsor and by the Department, 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.
- Q. Will adhere to all provisions of federal law relating to students with disabilities, including 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.
- 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. 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.
- 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.

Name of Charter School Planning Committee Chair

Date

Signature of Charter School Planning Committee Chair Date



Student Enrollment Projections

Name of Charter School _____

GRADE	2011-12	2012-13	2013-14	2014-15	2015-16
Pre-Kindergarten					
Kindergarten					
First					
Second					
Third					
Fourth					
Fifth					
Sixth					
Seventh					
Eighth					
Ninth					
Tenth					
Eleventh					
Twelfth					
TOTALS					

Procedures and Standards for Review of Charter School Applications

Title of Regulation:

Regulation No.: R 43-601

PROCEDURES AND STANDARDS FOR REVIEW CHARTER SCHOOL APPLICATIONS

Effective Date: *Effective June 26, 2009*

Constitutional and Statutory Provisions:

S. C. Code Ann. Section(s):

Section 59-5-60 (1990)

General powers of [State] Board.

Section 59-40-10, et seq. (Supp. 2002) Charter Schools.

0

Descriptor Code: None

State Board Regulation:

43-601. Procedures and Standards for Review of Charter School Applications.

I. DEFINITIONS

(A) "Charter school" means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter. Nothing in this definition prohibits charter schools from offering virtual services pursuant to state law and subsequent regulations defining virtual schools.

(B) "Applicant" means the person who or nonprofit corporate entity that desires to form a charter school and files the necessary application with the South Carolina Public Charter School District Board of Trustees or the local school board of trustees of the district where the charter school is to be located. The applicant also must be the person who applies to the Secretary of State to organize the charter school as a nonprofit corporation.

(C) "Sponsor" means the South Carolina Public Charter School District Board of Trustees or the local school board of trustees of the district where the charter school is to be located, as provided by law, from which the charter school applicant requested its charter and which granted approval for the charter school's existence.

(D) "Charter committee" means the governing body of a charter school formed by the applicant to govern through the application process and until the election of a board of directors is held. After the election, the board of directors of the corporation must be organized as the governing body and the charter committee is dissolved.

(E) "Local school district" means any school district in the state except the South Carolina Public Charter School District and does not include special school districts.

(F) "Scholastic year" means the year that begins on the first day of July of each year and ends on the thirtieth day of June following.

II. APPLICATIONS TO BE CONSIDERED BY THE CHARTER SCHOOL ADVISORY COMMITTEE

(A) Review of Applications

All charter school applications must be reviewed by the Charter School Advisory Committee to determine compliance with the standards established below. The applications submitted to the Advisory Committee must demonstrate compliance with each standard. If the Advisory Committee determines that the application meets the standards set forth in this regulation, it must forward the application to the school district from which the applicant is seeking sponsorship. The Advisory Committee must make a recommendation to the school district to either approve or deny the charter.

(B) Application Timeline

Applications must be submitted to the Advisory Committee on or before May 1 to ensure completion of the review process by December 1 of the year preceding the opening of the charter school. If a charter, to include a conditional charter, is not issued by December 1, the opening will be delayed one scholastic year. Charter applications must propose school openings that are consistent with South Carolina's definition of a scholastic year. The applicant must submit the application to their selected sponsor on or before the date that the application is submitted to the CSAC for review. Evidence of this act must accompany the application to the CSAC.

(C) Proposed Contract

The charter school application will be a proposed contract.

(D) Requests for Additional Information

If the Advisory Committee determines that an application does not meet one or more of the standards, it may request clarification or additional information from the applicant or the district. The Advisory Committee has the authority to incorporate this additional information into the application.

III. CHARTER SCHOOL APPLICATION STANDARDS

(A) Mission Statement

The charter school application must include a mission statement that must be clear and must support the intent of the Charter Schools Act:

(1) The purpose of the charter school must be clearly stated.

(2) The purpose of the charter school must be consistent with the intent of the Charter Schools Act:

(a) S.C. Code Ann. Section 59-40-20 (Supp. 2007):

This chapter is enacted to:

(i) improve student learning;

(ii) increase learning opportunities for students;

(iii) encourage the use of a variety of productive teaching methods;

(iv) establish new forms of accountability for schools;

(v) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and

(vi) assist South Carolina in reaching academic excellence.

(b) S.C. Code Ann. Section 59-40-30 (Supp. 2007):

The purpose of the Charter Schools Act is to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system.

(B) Admissions Policies and Procedures

The application must include a description of the charter school's admission policies and procedures:

- (1) 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.
- (2) The admission policies and procedures must provide that, subject to space limitations, the charter school admits all children who are eligible to attend public school in the school district where the charter school is operating. For schools within the South Carolina Public Charter School District, the enrollment is open to all children who are eligible to attend public school in the state. If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, as specified in federal or state guidance. There is no appeal to the local school board of trustees.
- (3) The policies and procedures must not limit or deny admission or show preference to any individual group; however, priority, which may not exceed twenty percent of the enrollment of the charter school, may be given to
 - (a) a sibling of a pupil already enrolled or previously enrolled,
 - (b) children of charter school employees, and
 - (c) children of the charter school committee.
- (4) Admission priority must be given to all students enrolled in a school undergoing a conversion.
- (5) The 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 section is not applicable to schools authorized by the South Carolina Public Charter School District.
 - (a) In-district students will be given priority.
 - (b) Out-of-district student enrollment must not exceed 20 percent of the total enrollment of the charter school without the approval of the receiving district 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.
 - (c) If the 20 percent of the 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.
- (6) 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 sponsor. The decision will be binding on the student and the charter school.

(C) Support for Formation of a Charter School

The application must include evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of the charter school:

- (1) The charter committee must include at least one teacher.
- (2) The application must include documentation of support of parents, teachers, pupils, or any combination of them that demonstrates that the school would likely meet enrollment expectations. A list of prospective or tentatively enrolled students or prospective employees is not required. The application must set forth the anticipated enrollment for the school at each grade level.
- (3) Evidence of the interest level of parents, teachers, pupils, or any combination of them must be provided in the application and may include, but not be limited to, documentation of attendance and support at community meetings and survey results.
- (4) 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.

- (5) In the case of a proposal to convert a school, 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. 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.

(D) Educational Program, Goals, Objectives, Pupil Achievement Standards, and Curriculum

The charter school's educational program, goals, objectives, pupil achievement standards, and curriculum must be clearly described in the application and must meet or exceed any student academic standards adopted by the school district in which the charter school is located. The application must demonstrate that the educational program is designed to enable each student to achieve these standards.

- (1) The goals and objectives must be clearly stated and must provide enough detail to indicate specific outcomes.
- (2) The student population must be identified by grade level, unique educational needs, and projected enrollment. A converted charter school must offer the same grades, or nongraded education appropriate for the same ages and education levels of pupils, as offered by the school immediately before conversions and may also provide additional grades and further educational offerings.
- (3) The educational goals must reflect the school's mission statement.
- (4) Strategies to accomplish the educational goals must be included.
- (5) The school calendar must be at least 180 instructional days.
- (6) Academic standards must identify what students will achieve at each grade level and must meet or exceed the South Carolina curriculum standards, as adopted by the State Board of Education. A correlation or other documentation must be included or process identified to ensure that the school will provide an instructional program that meets or exceeds the academic standards.
- (7) If the charter school plans to offer the South Carolina State High School Diploma, the application must set forth the method for meeting the state requirements for the High School Diploma, including, but not limited to, course unit requirements, seat time for Carnegie Units, as applicable, and passage of the required examinations.
- (8) Provisions must be included for determining if all students are achieving or attaining the standards, including the methods by which student performance information will be gathered and monitored.
- (9) The application must include an explanation as to how the school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

(E) Student Assessment

The application must include a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards. The school's evaluation plan must include state-mandated assessments and other assessments as well as the timeline for meeting these standards and the procedures to be taken if pupil achievement falls below the standards.

- (1) Methods for evaluating pupil achievement at each grade level must be specified. These methods must include but should not be limited to the state assessments.
- (2) The timeline must identify the expected yearly progress toward meeting the school's long-term performance goals. The expected yearly progress must meet or exceed the expectation of adequate yearly progress as established in the No Child Left Behind Act.
- (3) Provisions must be included to address the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program.

(F) Budget and Accounting System

The application must include a plan for the charter school that is economically sound and in compliance with state and federal requirements:

- (1) A budget for the first five years of the charter must be included. The charter school must use the same budget codes as are required of school districts. 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). If the budget includes funds acquired through grants, the application must present evidence that the funds, including federal public charter school start-up grants, are likely to be received, and the terms of the projected grants must be explained. Anticipated expenditures must include all costs associated with initial implementation and continued operation, including but not limited to instructional and support costs for:
 - (a) salaries,
 - (b) employee benefits,
 - (c) purchased services (includes insurance and transportation),
 - (d) supplies and materials (includes noncapital equipment), and
 - (e) capital outlay.
- (2) The application must include a description of the annual audit of the financial and administrative operations of the charter school, including evidence that the charter school will adhere to the accounting, auditing, and reporting procedures and requirements that are applied to public schools operating in South Carolina. Accounting, auditing, and reporting requirements must be in compliance with the principles set forth in the following publications, published annually by the Office of Finance:
 - (a) *Single Audit Guide*,
 - (b) *Financial Accounting Handbook*, and
 - (c) *Funding Manual*.
- (3) The application must include documentation regarding the pupil accounting system, including evidence that the charter school will adhere to the procedures and regulations that are applied to public schools operating in South Carolina. Pupil accounting and reporting requirements must be in compliance with the *S.C. Pupil Accounting Manual* and the *S.C. Student Accountability Manual*, published by the State Department of Education.
- (4) The application must include documentation of any negotiated services provided by the school district, including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.

(G) Governance and Operation

The application must include a description of the governance and operation of the charter school:

- (1) The charter school must be organized as a South Carolina non-profit corporation and the application must include a copy of the non-profit corporation's articles of incorporation and bylaws.
- (2) The governing board must be elected annually by employees of the charter school and all parents or guardians of enrolled students.
- (3) The governing board must assume the following responsibilities:
 - (a) employing and contracting with teachers and nonteaching employees;
 - (b) ensuring that teachers, whether certified or noncertified, undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school;
 - (c) contracting for other services;
 - (d) developing pay scales, performance criteria, and discharging policies for its employees;
 - (e) deciding all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures; and

- (f) ensuring that the charter school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same school district.
- (4) The application must include a description of the administrative structure of the charter school, including the roles and responsibilities of each administrative staff member.
- (5) Evidence of the nature and extent of parental, community, and professional educator involvement in the governance and operation of the school must be provided.
- (6) Evidence must be provided that the charter school and its governing body will comply with the Freedom of Information Act. Such evidence may include the bylaws of the nonprofit corporation, which must be established prior to application.

(H) Administrative and Teaching Staff

The charter school must employ administrators and teachers in a manner consistent with the Charter Schools Act:

- (1) At least one member of the administrative staff must hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. The application must provide evidence that the qualifications of at least one administrator will meet this requirement.
- (2) A newly created charter school may hire noncertified teachers not to exceed 25 percent of its faculty.
- (3) A converted charter school may hire noncertified teachers not to exceed of 10 percent of its faculty.
- (4) A teacher of a core academic area (English/language arts, mathematics, science, or social studies) must be certified in that area or must hold a baccalaureate or graduate degree in that subject. Teachers with elementary certification may teach in any academic area and in any grades allowable by the status of their certification.
- (5) Part-time noncertified teachers must be considered pro rata in calculating staff percentages based on the hours which they are expected to teach.
- (6) 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.
- (7) A certified teacher must hold current certification by the State of South Carolina to teach in a public elementary, middle, or secondary school.

(I) Racial Composition

The application must describe how the charter school intends to ensure that the enrollment of the school is similar to the racial composition of the school district or to the targeted student population the charter school proposes to serve and must also provide assurance that the school complies with any school district desegregation plan or order in effect:

- (1) The application must demonstrate timely, fair, and realistic policies and procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district or the targeted school population.
- (2) The proposed procedures and policies must reflect an understanding of the racial composition of the district and the targeted student population.
- (3) To ensure compliance with a desegregation plan or order, the charter school applicant should take the following steps and provide documentation that these steps were taken in its application:
 - (a) request and receive a letter from the district indicating whether the school will be subject to any desegregation plan or order;
 - (b) secure a copy of the desegregation plan or order if the school is subject to such;
 - (c) determine and demonstrate that the charter school's policies and procedures are in compliance with the desegregation plan or order;
 - (d) request and receive a letter from the district that indicates whether the charter school's proposed policies and procedures are in compliance with any

desegregation plan or order in effect in the district or whether clarification must be received from the Office for Civil Rights.

(J) Transportation

The application must include a description of how the charter school intends to meet the transportation needs of its pupils:

- (1) 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.
- (2) If the lack of transportation is preventing a child from attending school, the charter school must provide or facilitate transportation for that student.
- (3) 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.
- (4) A charter school is not required to provide or facilitate transportation for out-of-district students.

(K) Facilities and Equipment

The application must include a description of the building, facilities, and equipment and an explanation as to how they will be obtained:

(1) Facilities Identified in Application

- (a) If a facility suitable for use by the charter school is identified at the time of application, the application must provide the following information with regard to the facility that the charter school intends to occupy:
 - (i) the address of the facility;
 - (ii) a description of the facility;
 - (iii) a floor plan of the facility, including a notation of its size in square footage;
 - (iv) the name and address of the owner of the facility; and
 - (v) a copy of the proposed lease or rental agreement if the facility will be leased or rented.
- (b) If the facility that the charter school will occupy is being used as a public school at the time on, the application must specify the name and location of that school and must include documentation setting forth the specific days and times during which the charter school is authorized to use that facility.
- (c) The application must either demonstrate that the proposed facility is in compliance with requirements set forth in the South Carolina School Facility Planning and Construction Guide for charter school occupancy or must provide a description of that facility and must demonstrate that it will meet the requirements:
 - (i) A certificate of occupancy or a letter from the Office of School Facilities stating that the facility meets the appropriate codes is adequate to show compliance with this standard with regard to school facilities.
 - (ii) If a certificate of occupancy is not issued or cannot be obtained at the time of application, the application must provide evidence that the charter school committee is working with an architect and/or the Office of School Facilities to correct any deficiencies in the facility.

(2) Facilities Not Identified in Application

If the charter school has not identified a suitable facility, the application must specify a plan for obtaining such a facility and must include

- (a) a description of the facility needs,
- (b) a statement as to whether an existing facility will be remodeled or a new facility will be built, and
- (c) 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.

- (3) The application must include a description of the equipment that will be used to support the proposed curriculum and an explanation as to how the equipment will be obtained.

(L) Employee Relations

The application must explain the relationship that will exist between the charter school and its employees, including evaluation procedures:

- (1) The application must include a description of the process that will be used to advertise for, select, and employ instructional staff and other employees.
- (2) The procedure for the evaluation of teachers of the charter school must be outlined in the application.
 - (a) The charter school may choose to use the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) program. If ADEPT is to be used, the school must meet all requirements of the program.
 - (b) If the charter school selects another method of evaluation, that method must be explained with adequate detail. Teachers with Initial Teaching Certificates in those schools can not advance to a Professional Teaching Certificate.
- (3) The application must explain how the terms and conditions of employment will be addressed with affected employees.

(M) Grievance and Termination Procedures

The charter school must have a reasonable grievance and termination procedure for its employees:

- (1) The charter school may, with agreement from the sponsor, adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. Section 59-25-410 et seq. (1990).
- (2) If the charter school does not adopt procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. Section 59-25-410 et seq. (1990), the charter school must establish employment and termination procedures that provide for notice and a right to a hearing before the governing board.
- (3) The charter school application must include grievance or termination procedures for paraprofessionals and other staff.
- (4) Teachers and other staff members who are employed at a public school that converts and who desire to continue to teach or work at the converted school may do so but will remain employees of the local school district with the same compensation and benefits including any future increases.

(N) Student Conduct, Rights, and Responsibilities

The charter school application must include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures:

- (1) The charter school may adopt the district's policy on student conduct and discipline.
- (2) If the charter school does not adopt the district's policy on student conduct and discipline, the charter school application must include a policy that sets forth clear expectations for student conduct.
- (3) The policy must set forth disciplinary actions to be taken by the administration for breaches of the student conduct policy.
- (4) 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.
- (5) 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.
- (6) 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).
- (7) 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.

(O) Indemnification

The charter school must assume the liability for the activities of the charter school and must agree to 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 that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

(P) Insurance

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.

- (1) The application must include a description of workers' compensation insurance and amounts and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.
- (2) The application must include a description of liability insurance and the amounts to be obtained by the charter school and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance. The minimum policy must cover the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2001)).
- (3) The application must include a description of the insurance to cover loss to the school building and contents for fire and theft and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.
- (4) The application must 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. A statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance must also be included.
- (5) The application must include a description of automobile insurance, both property and liability insurance, and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

IV. VIRTUAL CHARTER SCHOOLS

(A) Definition: 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) must be through regular instructional opportunities. Regular instructional opportunities may include, but are not limited to, the opportunities outlined in Section IV(E)(2).

(B) The following additional information must be submitted to the Advisory Committee with the charter application:

- (1) List of currently developed courses that are ready for curriculum alignment;
- (2) Access to one course per level that can be previewed by South Carolina Department of Education (SCDE) to assess depth of work necessary for curriculum alignment;
- (3) Description of how the proposed charter will comply with the 25 percent real time requirement;

- (4) A timeline of how curriculum development will be completed and then approved by the SCDE;
- (5) A description of how much teacher interaction students will receive within the online instruction;
- (6) A description of the portal used and how it works;
- (7) A description of how the applicant plans to comply with the teacher requirements in S.C. Code Ann. Section 59-40-50.

(C) Curriculum

- (1) All courses in core areas for which there are state-adopted curriculum standards must be reviewed to determine whether the courses meet content and grade specific standards, and approved by the SCDE prior to offering the course.
- (2) Review by the SCDE
After the approval or conditional approval of a charter by the sponsor, the virtual charter school may submit courses for approval by the SCDE.
 - (a) The submittal must be done no later than six months prior to the proposed start to the school year and in the format required by the SCDE.
 - (b) The virtual charter school must provide SCDE online access to all courses that are submitted for review.
 - (c) The virtual charter must provide the SCDE copies of or links to other materials that will be used to cover content standards.
 - (d) If the virtual charter is also using textbooks to teach the courses, the virtual charter must, if requested, provide a copy or excerpts of the text to the SCDE for the review process.

(D) Additional Program Requirements

The program must provide the following:

- (1) Each course must be taught by a teacher meeting the requirements of S.C. Code Ann. Section 59-40-50;
- (2) Ensure that a parent or legal guardian verifies the number of hours of educational activities completed by the student each year;
- (3) Provide for frequent, ongoing monitoring of an individual student's program to verify each student is participating in the program;
- (4) Include proctored assessments for core subjects per semester that are graded or evaluated by the teacher;
- (5) Conduct at least bi-weekly parent-teacher conferences in person or by telephone;
- (6) Provide for a method to verify student attendance;
- (7) Provide for verification of ongoing student progress and performance in each course as documented by assessments and examples of coursework.

(E) Regular Instructional Opportunities

- (1) The charter school must provide regular instructional opportunities in real time that are directly related to the school's curricular objectives. Core academic instruction includes instruction in English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- (2) Regular instructional opportunities include, but are not limited to, the following:
 - (a) meetings with teachers;
 - (b) educational field trips and outings;
 - (c) virtual field trips that are in real time attended by other charter school students;
 - (d) virtual conferencing sessions;
 - (e) offline work or projects assigned by the teacher of record.

V. CONDITIONAL CHARTERS

The local school board may grant a conditional charter, instead of a full charter, to an applicant whose application meets the standards as determined by the Advisory Committee only if one or

more of the following conditions exists: ~~if~~a charter school has not yet secured its space and been issued a certificate of occupancy by the Office of School Facilities, secured its equipment, facilities, and/or personnel.

The conditional approval must be in writing and outline the specific conditions that must be met for approval and must include the specific date by which the conditions need to be met in order to secure approval. The local school board must make a determination as to whether the charter applicant has met the conditions of the conditional approval on or before the date specified in the conditional approval. Failure to make a ruling by the date outlined in the conditional charter shall be deemed approved.

VI. ADVERSE IMPACT ON STUDENTS

A local school board of trustees may deny an application if the charter school would adversely affect the other students in the district.

- (A) The local school board of trustees must demonstrate adverse impact on students. The impact must be specific and must have a negative affect on students. If the local school board of trustees finds that the charter school would adversely affect other students of the district, the written explanation of the reasons for denial required by Section 59-40-70(C) must describe detrimental effects upon other students of the district.
- (B) If the district is claiming an adverse impact based upon the redirection of funding to the charter school, the district must demonstrate that the funds being redirected to the charter school will have a direct negative impact on students.
 - (1) The district must show options it has considered in an effort to reduce the adverse financial impact of the charter school.
 - (2) The district has considered the net fiscal impact of the charter school, including the fiscal benefits that the charter school may bring to the district.

VII. GUIDELINES

The South Carolina Department of Education may issue guidelines to assist charter schools in complying with federal legislation, including, but not limited to, No Child Left Behind and the Individuals with Disabilities Education Act.

Charter School Facilities Approval Process

Effective March 15, 2009

All charter schools must either plan facilities that:

1. Meet all the requirements of the *South Carolina School Facilities Planning and Construction Guide (Guide)* that are applicable to the particular type of school; or
2. Utilize the list of non-health and non-safety items provided by OSF. In addition, architects may submit a request to the Office of School Facilities (OSF) for a waiver from any other of the requirements of the *Guide* that are not code required. OSF will then review and approve the waivers as deemed appropriate.

OSF cannot waive requirements of the International Building Code or fire code.

As is the case under existing policy for all public schools, the charter school must contract with a South Carolina licensed architect to provide construction documents, code analysis, zoning and land use analysis, transportation analysis, and other professional services as needed. These services are not provided by the OSF.

NOTE: Any discussion regarding the building projects beyond preliminary inquiries should be between the OSF and the architect for the charter school facility.

Submittal Process by the Architect:

1. The architect shall declare to OSF which approach of the two listed above he/she plans to follow for the charter facility.
2. The architect shall submit either schematic or design development plan phase drawings to OSF after the requests for waivers (if needed) have been approved.
3. After necessary revisions based on comments by OSF from the design development phase review, the architect shall submit construction documents to OSF.
4. Bidding cannot begin on the construction documents until final approval of OSF. Corrected construction documents as per the process outlined in the *Guide* will need to be reviewed and approved.
5. The charter school must obtain a local building permit and comply with all local ordinances, regulations, zoning ordinances, inspections, and other applicable land-use restrictions. The architect is reminded that he/she is to determine all Chapter 17 Special Inspections required and ensure they are done if the local building official cannot. Seeking the local permit may be done at the same time as the submittal of construction documents to OSF.
6. If the local building official refuses to be a participant in the inspection process, the services of a third-party inspector must be obtained for the necessary Building Code Chapter 1 inspections in addition to the Building Code Chapter 17 inspections.

7. Before construction begins, waiver request issues must be resolved, items from OSF construction document review must be resolved, corrected construction documents approved by OSF, and a copy of the local building permit must be submitted to OSF.

8. During the construction process the necessary inspections shall be conducted. When the local building official has conducted a final inspection and has issued a certificate of occupancy, a copy of that certificate must be delivered to OSF with an appropriate transmittal form. If the local building official has refused to conduct inspections (see item 6), OSF shall be contacted for above-ceiling and final inspections as described in **Sections 904 and 905** of the *Guide*.

9. Occupancy of the charter facility cannot occur until OSF has issued a letter to the charter school acknowledging that an acceptable inspection has been completed.

Questions and submissions to the OSF concerning charter schools should be directed to:

Juliet Berry

Office of School Facilities
SC Department of Education
3710 Landmark Drive, Suite 205
Columbia, SC 29204
Tel: 803-734-4835
Fax: 803-734-4857
E-mail: jsberry@ed.sc.gov

Form for Charter Facility Notification to the Office of School Facilities

Please check all that apply.

<input type="checkbox"/>	Initial Notification
<input type="checkbox"/>	Revised Notification
<input type="checkbox"/>	Building Permit
<input type="checkbox"/>	Building Official's Certificate of Occupancy
<input type="checkbox"/>	Other: _____

CHARTER SCHOOL PROJECT

NAME OF CHARTER SCHOOL PROJECT	
NAME OF CHARTER SCHOOL APPLICANT	
NAME OF SCHOOL DISTRICT	
NAME OF CONTACT PERSON	
MAILING ADDRESS	
CITY/SC/ZIP CODE	
TELEPHONE NUMBER	
FAX NUMBER	
EMAIL ADDRESS	
PROPOSED DATE OF OCCUPANCY	
PROPOSED NUMBER OF STUDENTS	

ARCHITECT

NAME OF S.C. LICENSED ARCHITECT	
ARCHITECT'S FIRM	
ARCHITECT'S MAILING ADDRESS	
CITY/SC/ZIP CODE	
TELEPHONE NUMBER	
FAX NUMBER	
EMAIL ADDRESS	

LOCAL JURISDICTION

STREET ADDRESS OF PROPOSED CHARTER SCHOOL	
CITY/SC/ZIP CODE	
BUILDING OFFICIAL (BO) HAVING JURISDICTION	
BO MAILING ADDRESS	
CITY/SC/ZIP CODE	
BO TELEPHONE NUMBER	
BO FAX NUMBER	
BO EMAIL ADDRESS	

CHARTER SCHOOL FACILITY *(Please check building type)*

<input type="checkbox"/> EXISTING SCHOOL CONVERSION	<input type="checkbox"/> NEW CONSTRUCTION	<input type="checkbox"/> RENOVATION	<input type="checkbox"/> MODULAR UNITS
<input type="checkbox"/> RELOCATABLE UNITS			

Background on Charter Facilities Guidelines

Under state law, charter schools are exempt from certain building requirements so long as the school meets the health, disability, and safety requirements that apply to public schools in the same district. S.C. Code § 59-40-50(B). The legislature intended the Charter School Act to be interpreted liberally to support that purpose. S.C. Code Ann. § 59-40-30. Generally, school buildings are not subject to local building codes (§§ 59-23-230(B), 6-9-110(A)(2)), but must comply with the provisions of the Guide (§ 59-23-210(A)). The State Superintendent can direct that local regulations apply to a school building (§ 6-9-110(A)(2)). In the past the superintendent had directed that charter school buildings be subject to the local building code provisions rather than the Guide.

An administrative law court has determined that charter schools must comply with the provisions of the Guide, in effect overruling policy of the Office of School Facilities, the South Carolina Department of Education (SCDE), and the State Board of Education (none of whom were parties to the action). [Thornwell Charter School Planning Committee v. Laurens School District 56 Board of Trustees \(2007\)](#). Therefore, the SCDE's Office of School Facilities is required to review facilities for compliance with the Guide's health, disability, and safety requirements.

**Non-Health and Non-Safety Requirements
in the
*South Carolina School Facilities Planning and Construction Guide***

Charter schools may seek waivers from any requirements not listed here that are not code required. These waivers will need to be submitted to the Office of School Facilities for review and approval.

Note that this list is a work in progress and is subject to change as the process develops.

DIVISION 1: GENERAL REQUIREMENTS

Procurement

108

DIVISION 2: SITE SELECTION

Site Approval

Subject to Approval before Acquisition

202.1

On-site Inspection before Acquisition

202.2.1

Written Approval before Acquisition

202.3

Land Disposal

207.1

DIVISION 3: DESIGN CRITERIA

Educational Spaces

Art

303.1.1

303.1.2

303.1.3

303.1.4

303.1.6

303.1.7

Classrooms

303.2.1.1

303.2.1.2

303.2.3.1.1

303.2.3.1.3

303.2.3.2

Kindergarten and Child Development

Classrooms

303.3.2

303.3.3

303.3.4

303.3.7

Media Centers

303.4.1

303.4.3

303.4.4

303.4.5

303.4.6

303.4.7

Music

303.5.1

303.5.2.1

303.5.2.2

303.5.2.3

303.5.3

303.5.4

Physical Education

303.6.1

303.6.2

303.6.3.1

303.6.3.2.1

303.6.3.2.2

303.6.3.2.3

303.6.3.2.5

Science Facilities

303.7.1.1

303.7.1.2.1

303.7.1.2.3

303.7.1.2.4

303.7.1.2.5

303.7.1.2.6

303.7.1.2.7

303.7.1.2.8

303.7.1.2.9

303.7.1.2.10
 303.7.2.1
 303.7.2.2.1
 303.7.2.2.2
 303.7.2.2.3
 303.7.2.2.4
 303.7.2.2.5
 303.7.2.2.6
 303.7.2.2.7
 303.7.2.2.8
 303.7.2.2.9
 303.7.2.2.11
 303.7.2.2.12
 303.7.2.2.13
 303.7.2.2.15
 303.7.2.2.17
 303.7.2.3
 303.7.2.4
Support Spaces
 Bookrooms
 304.1
 Cafeteria
 304.2.2
 Corridors
 304.3
 Guidance
 304.5
 Locker Spaces
 304.7
 Records Room/Vault
 304.9
 Stages and Platforms
 304.10
 Stairways
 304.11.4
 Toilet Facilities
 304.13.8.2
 304.13.8.3
 304.13.8.4
Other Requirements
 Finish Ceiling Heights
 305.2
 Doors
 305.3.2

DIVISION 8: BIDDING AND AWARD
 PHASE
Bidding Procedures
 802

Alternate Methods of Construction

804

DIVISION 10: PLUMBING

Interior Plumbing

Water Piping

1006.2.2

1006.2.3

Soil, Waste, Vent and Roof Drain Systems

1006.4

Fixtures

General

1008.1.1

Fixtures

1008.2

Water Closets

1008.4

DIVISION 11: MECHANICAL

Systems

1103

Materials and Installation

1106.1

1106.3

DIVISION 12: ELECTRICAL

Power Service and Distribution

Wiring Methods

Modify section 1203.2.7 to read as

"Metal clad cable shall be permitted in locations as allowed by the currently adopted National Electric Code."

Receptacles

1203.7

Lighting

Illumination Levels

1204.1

Lighting Control

1204.2.4

Lighting System Security

1204.4.1

1204.4.2

Communication System

1211.1

Provisions for Educational Television

1212

2.

Revised 03-17-09

SC Virtual School Curriculum Review Information

S.C. Code Section 59-40-65 requires that the South Carolina Department of Education (SCDE) review and approve online courses that are used by charter schools. Each course must meet or exceed the South Carolina content and grade-specific standards.

The Office of eLearning uses the South Carolina Academic Standards. These standards can be found on the SCDE's Web site at <http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/index.html>. The office also supplies the schools with an electronic file that is used in the review process.

The standards document is given to the school and to the reviewers. The school conducts a self evaluation and documents the alignment of their lessons to the standards. After the completion of the self evaluation, we then forward this information to our reviewers.

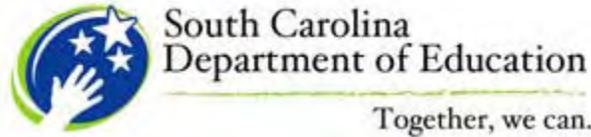
The South Carolina Virtual School (SCVS) Program Online Review Instrument is included in the review process (see attached file). The main purpose of the course review instrument is to provide consistency and reliability to the online classroom course structure. The instrument provides ratings and suggestions from the student perspective. The North American Council for Online Learning has similar documents that they use for reviewing online course material. The organization uses review instruments to ensure that the online learning environment is one where the child is actively engaged and excited about the format of the curriculum.

The course review instrument is only used for informational purposes and not for approval of courses.

Please view the following link for more information on NACOL:

<http://74.125.45.104/search?q=cache:OzT1lezrracJ:www.nacol.org/nationalstandards/NA+COL%2520Standards%2520Quality%2520Online%2520Courses%25202007.pdf+nacol+online+review+instruments&hl=en&ct=clnk&cd=1&gl=usua>

After the standards document and the SCVS Program Online Review Instrument is completed for a course, the Curriculum Coordinator for the Office of eLearning examines the reviewer's comments and suggestions, which is shared with the schools via Google Docs.



Online Course Review Instrument

The purpose of the course review instrument is to provide consistency and reliability to the online classroom course structure. The instrument provides ratings and suggestions from the student perspective. The course review instrument is only for informational purposes and it is recommended that schools use this information to strive to improve their curriculum.

Rating Scale:

- Absent - component is missing (0)
- Unsatisfactory - needs significant improvement (1)
- Somewhat satisfactory - needs targeted improvements (2)
- Satisfactory - discretionary improvement needed (3)
- Very satisfactory - no improvement needed (4)

<p>Content - S.C. Code Section 59-18-300 - The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.</p> <p>Course content is aligned to SC Academic standards</p>	
Course, unit and lesson goals/objectives are clearly expressed	
Course syllabus is provided	
Course content is aligned to desired learning outcomes (goals/objectives)	
Course content is rigorous	
Course content is flexible allowing teacher/student choice	
Course content is divided into manageable units or modules	
Course content is delivered in a variety of media aligned with desired learning outcomes	
Course content is free of factual errors	
Course content is free of typographical, grammatical and spelling errors	
Resources are provided for remediation and extended learning	
<p>Activities and Assignments</p> <p>Course includes a variety of activities and assignments to address multiple learning styles</p>	
Course activities and assignments are aligned to desired learning outcomes (goals/objectives)	
Course activities and assignments allow teacher/student choice	
Performance expectations for activities and assignments are communicated clearly	
The number of activities and assignments are appropriate so the workload is reasonable	
<p>Assessments</p> <p>Frequent assessments provide targeted feedback</p>	

Course includes a variety of assessments to address multiple learning styles	
Course assessments are aligned to desired learning outcomes	
Course assessments are customizable allowing teacher/student choice	
Web Design	
Course navigation is intuitive and user-friendly	
Long scrolling is minimized or aided by anchor links	
All pages are formatted to prevent horizontal scrolling	
Fonts and bullet lists are consistent throughout the course	
Fonts are readable and follow web conventions (no underlining, font size indicates heading level, etc.)	
Links are descriptive and labels are consistent with the destination headings and content	
Links are functional	
Interactive multimedia are designed to maximize user control	
Appropriate and convenient technical support is available	
Print Materials	
Printed course materials are free of all errors	
Links to printable course materials are descriptive and consistent with destination files	
Links to printable course materials are functional	
Technology Integration	
Technology is used as a means of content delivery	
Technology is used for collaboration within or outside of the online classroom	
Technology is used for information queries	
Technology is used for problem-solving	
Technology is used for product development	
Comments	

Appendix G: State Board Regulation - At-Risk Students

Title of Regulation: **Regulation No.:** **R43-274.1**
AT-RISK STUDENTS **Effective Date:** **5/25/07**

Constitutional and Statutory Provisions:

S.C. Code Ann. Section(s):

59-5-60 (2004)	General powers of [State] Board.
59-5-65 (2004 & Supp. 2006)	Powers and responsibilities of State Board of Education
59-59-10, <i>et seq.</i> (Supp. 2006)	South Carolina Education and Economic Development Act

Descriptor Code: IDA

State Board Regulation:

I. At-Risk Student Definition

- A. A student at risk of dropping out of school is any student who, because of his or her individual needs, requires temporary or ongoing intervention in order to achieve in school and to graduate with meaningful options for his or her future.
- B. Students—depending on their degree of resiliency and connectedness to caring adults in the home, in the community, and/or at school—may respond differently to those things frequently cited as barriers, predictors, or indicators of being “at risk.” Therefore, educators and other responsible adults working with students should consider the whole child, who might have both short-term and long-term needs requiring intervention.

II. At-Risk Student Indicators, Predictors, and Barriers

The South Carolina Education and Economic Development Act mandates the promulgation of State Board of Education regulations outlining specific objective criteria for districts to use in identifying students who may be poorly prepared for the next level of study or who are at risk of dropping out of school. The Act calls for these criteria to include diagnostic assessments for districts to use in order to identify the strengths and weaknesses of individual students in the core academic areas.

- A. Poor academic performance—generally, a grade point average of 2.0 or lower on a 4.0 scale—in the core content areas is a significant predictor that districts must consider in identifying at-risk students. Careful consideration should be given to students demonstrating declining academic performance. School districts are encouraged to carefully review a variety of assessments, including the following, in diagnosing students’ academic difficulties and selecting appropriate short-term and long-term interventions:

1. Palmetto Achievement Challenge Tests (PACT) test results,
2. High School Assessment Program (HSAP) test results,
3. Preliminary Scholastic Assessment Test (PSAT) or PLAN test results,
4. district- or school-adopted CAI (computer-aided instruction) assessments,
5. end-of-course examination results,
6. classroom-level assessments related to the state's academic standards, and
7. other district-approved diagnostic assessments.

B. The following are among the specific behaviors and characteristics that school districts must consider as indicators, predictors, and barriers in identifying at-risk students:

1. being overage for their grade level due to retention attributable to risk factors such as a high rate of absences and truancy;
2. showing a lack of effort or interest in their academic work;
3. working an excessive number of hours per day or week;
4. having a history of discipline problems leading to suspension, expulsion, and/or probation;
5. showing or expressing feelings of being disconnected from the school environment;
6. showing evidence of physical and/or emotional abuse;
7. coming from and/or living in a disadvantaged socioeconomic environment;
8. living in a home situation that does not include at least one parent;
9. being a single parent; and
10. having limited proficiency in the English language.

III. At-Risk Student Model, Initiative, and Program Selection

By the 2007–08 school year each high school of the state must implement one or more model programs approved by the State Department of Education (SDE).

Schools must select at-risk student models, initiatives, and programs that meet the needs of the at-risk populations to be served and must ensure that models, initiatives, and programs selected provide students with the opportunity to graduate with a high school diploma. The SDE will provide an implementation document that will include a tiered matrix of approved evidence-based models, initiatives, and programs to facilitate the selection process in accordance with the Education and Economic Development Act requirements for implementing evidence-based models, initiatives, and programs. The document will also contain a more extensive list of indicators, predictors, and barriers as well as one-page descriptions for each evidence-based model, initiative, and program included in the matrix.

IV. Population and Model, Initiative, and Program Identification Parameters

Each high school either must implement a model, initiative, or program that is chosen from a list provided by the SDE or must submit to the SDE for approval a specific dropout prevention model, comprehensive initiative, or multifaceted program that it wants to use. High schools may explore and implement newly developed models with

approval from the SDE. One criterion for SDE approval of any newly developed model will be evidence presented by the district and/or school that the model is centered in research-based dropout-prevention strategies.

- A. Implementation efforts related to any model, initiative, or program (or combination of models, initiatives, and programs) must ensure that students are properly identified and provided timely, appropriate guidance and assistance and must ensure that no group is disproportionately represented.
- B. When subpopulations are identified, high schools must ensure that these groups reflect the demographics of populations identified as at risk of dropping out of school.
- C. When no subpopulations are identified, high schools implementing comprehensive initiatives will not have to address the disproportionate representation of any one group of students. In such cases, methods of determining the effectiveness of the at-risk initiative must be given careful consideration with regard to collecting data and preparing necessary reports.
- D. Parental involvement must be part of final placement decisions in any model, initiative, or program where small groups of students are identified for services in a particular school or district.
- E. The target population must reflect the demographics of the population identified in Section II, above, as being at risk of dropping out of school.
- F. High schools must provide relevant data related to identifying the at-risk student population and to addressing the needs of these at-risk students as required for SDE reports.

V. Building-Level Program Evaluation

A. Evaluation Criteria

All high schools must annually evaluate their dropout-prevention models, initiatives, and/or programs using, at a minimum, the following criteria:

1. an identification process, including (where appropriate and based on the particular model, initiative, or program) the number of at-risk students identified and the specific risk factors identified;
2. the extent of parental involvement in the school's dropout-prevention efforts;
3. the number of students served;
4. a formative assessment of strengths and weaknesses of the model, initiative, and/or program; and
5. a qualitative assessment of desired outcomes (see item B, immediately below).

B. Desired Outcomes

Schools should establish desired outcomes or performance criteria based on the specific needs of the at-risk population identified and on the nature and structure of the particular model, initiative, and/or program they are implementing. Examples of desired outcomes among the target population include, but are not limited to, the following:

1. decreased percentages of truancy, absenteeism, discipline problems, and retentions;
2. increases in students' grade point averages; and
3. increased percentages of students who are on grade level and students who graduate on time.

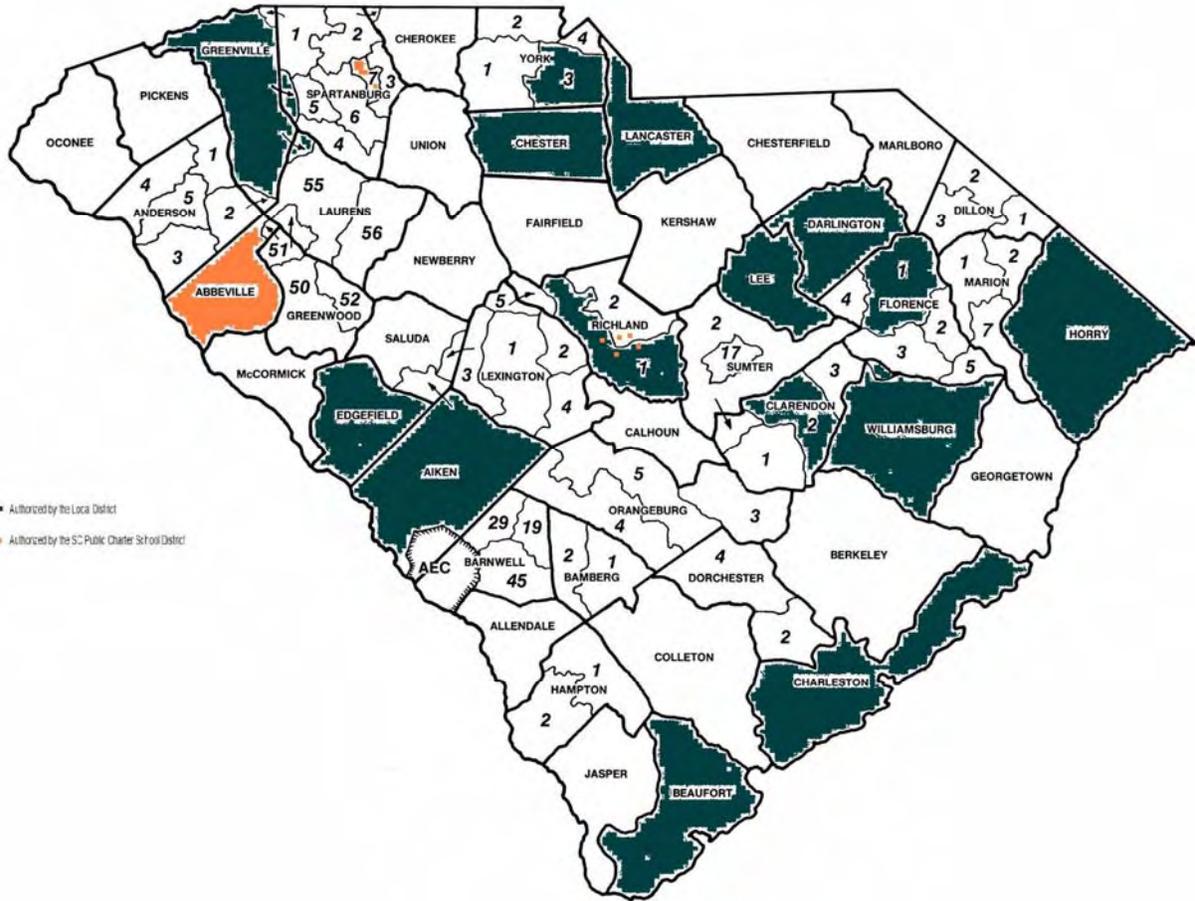
Model-, initiative-, and/or program-specific data and SASI™ data elements should be used to assess desired outcomes on the basis of specific evaluation criteria. The state's SASI data management system can be used to collect, sort, and report data related to each student's attendance record; age and grade level; gender; ethnicity; grade point average; and retention, truancy, and dropout status.

- C. Teacher and/or counselor assessments may be used to provide supplemental anecdotal documentation and insights related to the effectiveness of the model, initiative, and/or program implemented. A district or school checklist may be beneficial in the evaluation process.

VI. Model, Initiative, and/or Program Evaluation and Assessment Reporting

All high schools must annually provide reports requested by the SDE that relate to the implementation and effectiveness of models, initiatives, and/or programs addressing the needs of students at risk of dropping out of school. District and school report card contents must contain information on the disciplinary climate, promotion and retention ratios, dropout ratios, dropout reduction data, and attendance data. Districts and schools must be prepared to provide accurate and relevant data to the SDE.

Appendix H: Geographic Distribution of Charter Schools in South Carolina



County	# of Charter Schools	Local District/LEA Authorizer	SC Public Charter School District (SCPCSD) Authorizer
Aiken	3	3	
Abbeville	1		1
Beaufort	1	1	
Charleston	7	7	
Chester	1	1	
Clarendon	1	1	
Darlington	1	1	
Edgefield	1	1	
Florence	1	1	
Greenville	6	6	
Horry	1	1	
Lancaster	1	1	
Lee	1	1	
Richland	3	3	
Rock Hill	1	1	
Spartanburg	1		1
Williamsburg	1	1	
Statewide	5 (virtual)		5

Appendix J – Program Coordinator Position Description

SC C.H.A.R.T.E.R. Program Coordinator

Part-time
Position Description

Minimum requirements:

At least 10 years of educational experience with a combination of classroom and administrative experience. Charter school experience is preferred; however, successful applicant should demonstrate leadership experience in education. This position requires an individual who can work under limited supervision with the following abilities: efficiently plan and organize work activities, prioritize according to schedule and goals, initiative to develop strategies to overcome deficiencies, etc. Some travel, including overnight, will be required.

Job Purpose:

- A. Develop and implement, with our current partners, at least four training sessions each year for charter developer groups with a focus on the state's definition of a high quality charter school.
- B. Work with charter developer groups as they draft their charter school applications and answer questions that may arise via email, phone conversations, or face-to-face meetings
- C. Visit charter developer groups across the state as they hold parent information meetings to explain the charter application process
- D. Assist in the development and implementation of at least four trainings for authorizer charter groups that are going through their mandatory planning year prior to opening.
- E. Work to build additional partnerships that will benefit both charter developer groups and authorized charter entities.
- F. Provide feedback to charter schools in their Planning and Implementation years to help them continue to develop high-quality charter schools. This feedback will be included in the CIP evaluations performed at every charter school by the SC C.H.A.R.T.E.R. evaluators.



South Carolina
Department of Education

Together, we can.

DRAFT

**Charter Schools Program
Planning—Implementation
Competitive Subgrant**

**Request for Proposals (RFP)
Application Package**

Deadline for Receipt of Proposals:

TBD

Jim Rex
State Superintendent of Education

Contact Information:
Joel E. Medley
Charter School Program Office
South Carolina Department of Education
1429 Senate Street, Suite 708-A
Columbia, SC 29201
803-734-5481/803-734-8266
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PART I: General Information

A. Introduction/Background

The South Carolina Charter Schools Act of 1996 (S.C. Code Ann. § 59-40-10 *et seq.* (2008)) provides the mechanism for the design and operation of charter schools for the purposes of improving student learning, encouraging the use of a variety of productive teaching methods, establishing new forms of accountability, and creating new professional opportunities for teachers. As public schools, charter schools are nonreligious, nonhome-based, nonprofit, and nondiscriminatory.

In 2010, the South Carolina Department of Education (SCDE) received a five-year federal grant from the US Department of Education (USED) to support the planning, development and implementation of charter schools. The SCDE will use these funds to administer a subgrant program to expand the number of high-quality charter schools available to students across the state by providing financial assistance for the initial costs associated with planning, program design, and initial implementation of a new charter school.

The Charter Schools Act stipulates the manner in which a public charter school shall be funded, regulated, and governed. To be considered for funding, subgrant applications must demonstrate compliance with the Charter Schools Act as set out in this RFP. The Act may be accessed at <http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice/CharterSchools/documents/2008CharterSchoolLAW.doc>.

B. Definitions of Terms Used

Approved Charter constitutes an agreement, and the terms must be the terms of a contract between the charter school and the authorizer.

An Authorizer is either the South Carolina Public Charter School District (SCPCSD) Board of Trustees or the local school board of trustees in which the charter school is to be located, and has received approval to operate.

Benchmark is a standard that must be met to move to the next phase of grant funds. Examples of benchmarks that must be achieved include the following: 1) a report of activities completed from the previous grant phase, 2) a revised budget for the next grant phase, 3) a signed charter, and 4) a schedule for obtaining a facility.

Charter School Advisory Committee (CSAC) was established by the State Board of Education to review and provide a nonbinding recommendation to the proposed authorizer charter school applications for compliance with established standards that reflect the requirements and intent of the charter law.

A high-quality charter school is a financially-viable and choice-driven innovation that produces student achievement and stakeholder satisfaction through

effective leadership. Further explanation of a high-quality charter school is listed the in the chart below.

<i>Defined</i>	<i>Described</i>	<i>Detailed</i>
<i>Financial Viability</i>	Sustained beyond Planning and Implementation grant	<ul style="list-style-type: none"> • Has indentified potential grant opportunities • Has clean yearly audits • Has strong internal, fiscal controls • Is aware of available state/federal funding • Has cohesive public/private partnerships
<i>Choice-Driven Option</i>	A Demonstrated Need	<ul style="list-style-type: none"> • Uses outside input in planning and continuous improvement efforts • Seeks parent/community feedback • Maintains a relationship with the authorizer • Is grounded upon a clear and compelling mission statement
<i>Innovation</i>	Research-based	<ul style="list-style-type: none"> • Proposes new or novel idea(s) not utilized in the proposed location • Provides evidence of successful implementation in other arenas • Expands current practice to reach more students
<i>Student Achievement</i>	Annual, Continuous Growth	<ul style="list-style-type: none"> • Uses state standardized testing, graduation rates, and AYP • Recognizes responsibility for outcomes • Uses internal data sources • Uses external evaluations • Submits an annual report to the authorizer • Uses data-driven program modifications • Submits an annual subgrantee report
<i>Stakeholder Satisfaction</i>	Internal and External Support	<ul style="list-style-type: none"> • Has high staff retention rates • Has a stable or growing enrollment • Demonstrates satisfaction on the annual school report card • Has community support • Has high student attendance rates
<i>Effective Leadership</i>	Capacity Developed Within	<ul style="list-style-type: none"> • Complies with state law for staffing • Uses teacher empowerment applications • Has a functioning board as shown by policies and practices • Has minimal leadership turnover • Provides professional development on leadership to all staff

A targeted applicant is a secondary charter school (grades 7-12) that targets at-risk students and meets two of the following factors:

- is located in a district where there is no charter school
- is located in a district that was deemed below average or at-risk on the state's accountability system
- is located in one of the 40 districts named in the "Corridor of Shame" lawsuit (see table 1 below).

Table 1: Targeted Applicants District Locations

Abbeville	Clarendon 2	Hampton 1	Marion 4
Allendale	Clarendon 3	Hampton 2	Marlboro
Bamberg 1	Dillon 1	Jasper	McCormick
Bamberg 2	Dillon 2	Laurens 55	Orangeburg 1
Barnwell 19	Dillon 3	Laurens 56	Orangeburg 2
Barnwell 29	Florence 1	Lee	Orangeburg 3
Barnwell 45	Florence 2	Lexington 4	Orangeburg 6
Berkeley	Florence 3	Marion 1	Orangeburg 8
Chesterfield	Florence 4	Marion 2	Saluda
Clarendon 1	Florence 5	Marion 3	Williamsburg

A targeted applicant must define at-risk in accordance with SBE Regulation 43-274.1 and be able to prove they are going to serve those children.

A typical applicant is a charter school that does not meet the eligibility criteria for targeted applicant (see above).

C. Eligible Applicants

According to Federal Charter School Program regulations, SEC. 5210(3), an eligible applicant is any charter developer group “that has applied to an authorized public chartering authority to operate a charter school” and has “provided adequate and timely notice to that authority.” Therefore, upon submitting a charter application to the CSAC and the proposed authorizer, the charter developer group becomes eligible to apply for funding.

Employees of the SCDE are not eligible to apply for this subgrant; therefore, eligible charter developer groups must not include current SCDE employees.

According to federal regulations, a previous subgrantee is ineligible to receive more than one planning or implementation grant.

D. Estimated Available Funds

Approximately \$[TBD] is available for competitive subgrants for the 2010-13 funding period.

E. Estimated Number, Range, and Average Size of Awards

Based on anticipated funding, approximately eight subgrants will be awarded: two awards will be made to targeted applicants and six awards will be made to typical applicants.

For the Planning Phase, the maximum single award amount available for targeted applicants who meet the specific funding criteria is \$165,000; the

maximum amount available to typical applicants is \$100,000. For the Implementation Phase, Year 1, the maximum amount available to targeted applicants is \$365,000, and the maximum amount available to typical applicants is \$250,000, depending on available funds. For the Implementation Phase, Year 2, the maximum amount available to targeted applicants is \$300,000, and the maximum amount available to typical applicants is \$175,000, depending on available funds.

Funds will be distributed in three phases:

Phase I: Planning. Up to \$165,000 funding is contingent on a charter application being recommended for approval by the CSAC, sponsored by an authorizer, and meeting the accompanying benchmarks for additional funding. To attain the \$165,000 for planning, the subgrantee must be *what?*

A maximum period of 18 months is allowed to complete the planning phase. If planning has not resulted in an approved charter by within this 18 month time-frame, the funds awarded for the implementation phases will either be forfeited by the subgrantee or funding will be truncated (*reduced? By how much?*) because of the three-year funding limit.

Phase II: Implementation Year 1. Funding up to \$365,000, but no less than \$250,000, depending on the grade levels each applicant intends to serve. Funding is contingent on an approved charter, documented nonprofit status, and benchmark documentation. Implementation funds may be accessed up to three months prior to school's opening only if the school has received full authorization. Charter schools that receive conditional authorization must meet the conditions established by the district to access Implementation funding prior to the opening of school.

Phase III: Implementation Year 2. Funding up to \$350,000, but no less than \$175,000. Sub-grantees are eligible to receive an Academic Bonus Complement (ABC) dependent upon their academic success from the first year of operation based on the state's report card. The bonuses range from \$10,000 for an Average absolute rating, \$25,000 for a Good absolute rating, and \$50,000 for an Excellent rating. For secondary schools that meet the criteria, the ABC supplement will be \$15,000 for Average, \$30,000 for Good, and \$60,000 for Excellent.

Table 2: Benchmarks for CSP Planning Funds

Benchmark	Benefit
<i>Successfully passing through the Charter School Advisory Committee and are officially chartered by the authorizer</i>	Initial 1/3 of Planning funds available for reimbursement
<i>Evidence the school is making progress towards opening on time:</i> <ul style="list-style-type: none"> ➤ Marketing plan for diverse groups implemented ➤ If authorizer placed conditions on the charter, progress must be shown that contingencies are being resolved ➤ Initiation of seeking and hiring educational staff ➤ Office established to answer public inquiries ➤ School policies are being drafted and adopted ➤ Verified contact with the Office of School Facilities and potential site identified ➤ Previous funds are at least half expended 	1/3 of Planning funds available for reimbursement
<i>Evidence that the school will open as planned and agreed upon by authorizer:</i> <ul style="list-style-type: none"> ➤ Planning committee members have completed the free, online SCDE board training ➤ Administrator under contract ➤ Few staff openings remain and those hired meet state certification requirements ➤ Enrollment nearly completed and date of lottery planned or was already implemented ➤ Previous funds are expended 	Final 1/3 of Planning funds available for reimbursement

Table 3 – CSP Implementation Funds

Year	Funding	Rationale
Implementation Year 1	\$250,000	<i>Typical subgrantee</i>
	\$365,000	<i>Targeted subgrantee (meets additional criteria)</i>
Implementation Year 2	\$175,000	<i>Typical subgrantee</i>
	\$300,000	<i>Targeted subgrantee (meets additional criteria)</i>
Academic Bonus Complement in Implementation Year 2 ONLY	\$10,000	<i>Average Rating – Typical subgrantee</i>
	\$15,000	<i>Average Rating – Targeted subgrantee</i>
	\$25,000	<i>Good Rating – Typical subgrantee</i>
	\$30,000	<i>Good Rating – Targeted subgrantee</i>
	\$50,000	<i>Excellent Rating – Typical subgrantee</i>
	\$60,000	<i>Excellent Rating – Targeted subgrantee</i>
MAXIMUM IMPLEMENTATION FUNDING	\$575,000	<i>Typical subgrantee</i>
	\$900,000	<i>Targeted subgrantee</i>

F. Grant Funding Period

The grant funding period will be October 1, 2010, through September 30, 2013. The planning phase may not exceed the first 18 months, and each applicant has no more than two years to complete the implementation phase.

G. Statutory Requirements

Each application must

- describe how the funds will be used to include a description of how such funds will be used in conjunction with other federal programs administered by the USED
- contain an assurance that the eligible applicant will annually provide the USED and the SCDE such information as required to determine if the charter school is making satisfactory progress toward achieving its stated objectives
- contain an assurance that the eligible applicant will cooperate with the USED and the SCDE in evaluating the proposed program
- contain a description of how the school district or SCPCSD in which the proposed charter school will be located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act in the operation of the charter school
- Each application must contain an appropriate GEPA statement as described on page 18 of this RFP.

If an applicant believes that it is necessary for federal statutory or regulatory provisions or state or local rules generally applicable to public schools to be waived for the successful operation of the charter school, a request and justification for waivers must be submitted as part of the application. The applicant would have to identify the specific section of federal law for which they were asking a waiver.

H. Authorized Activities

Grant funds may be used to support the following activities:

Program planning and design activities may include, but are not limited to

- the refinement of the desired educational outcomes and of the methods for assessing progress toward achieving those outcomes
- professional development for teachers who will work in the school.

Implementation activities may include, but are not limited to

- dissemination of information to the community about the school
- acquisition of equipment and educational materials and supplies
- acquisition or development of curriculum materials
- other initial costs that cannot be funded by state or local sources.

I. Unauthorized Activities

Funds may *not* be used for

- the acquisition or major renovation of a facility
- the acquisition of any vehicle
- recurring operational expenses such as teacher or administrator salaries, facility leasing, utilities, and transportation of students.

J. Supplement, Not Supplant

Grant funds must supplement and not supplant other federal, state, or local public funds or other resources. If current expenditures are being paid from state or local public funds, the applicant may not replace those funds with grant funds.

K. Technical Assistance Sessions for Applicants

Optional, technical assistance sessions will be held in conjunction with sessions designed to assist charter school applicants. Registration is free and the dates are to be determined. Session dates will be posted on the Charter Schools Program website at <http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice-and-Innovation/Charter-Schools/Index.html>. For additional information, contact Rebecca Cupstid at 803-734-8266 or rcupstid@ed.sc.gov. An applicant that does not attend any or all sessions is still responsible for the information covered during those sessions.

L. Required Reporting

Subgrantees must provide benchmark information and receive approval from the SCDE Charter Schools Program Officer before moving to each phase of funding. To move from the planning phase to the first year of implementation, grantees must provide a signed approval from the authorizer, a revised implementation budget worksheet, an updated school data sheet, a list of negotiated services with the authorizer, and an annual report on the planning year by May 31.

To move to the second year of implementation, grantees must provide the Charter Schools Program a copy of the annual report submitted to the authorizer as per the charter contract, a revised budget worksheet, an updated school data sheet, a report of major grant activities, an inventory of assets purchased with implementation funds, governing board documentation, and an annual report on the first year of implementation by May 31.

If the required reports are not submitted to the SCDE, funds for the next phase will be delayed until those reports are submitted.

Grantees are required to submit (no later than 30 days from the close of the grant cycle) a final report to the SCDE Program Officer pertaining to the major grant activities at the end of the grant period. A copy of the school's second annual report to its authorizer must accompany that grant final report. If these documents

are not provided at the end of the grant period, the subgrantee's entire CSP grant will be audited.

M. Review and Selection Process

Reviewers consisting of educators with experience from school administration, school board service, and charter school development will read and score all eligible applications. SCDE employees will not serve as reviewers, but the SCDE Program Officer will vet all applications for compliance with these guidelines. Any application failing to meet compliance will not be forwarded for review.

A panel of two reviewers will score each application using the Scoring Rubric included in this RFP. If initial scores vary by more than 20 points, a third reviewer will read and score the application. The panel will then discuss the merits of the application together and may adjust their individual scores based on the discussion. The final score will be the average of the two or three scores. The maximum number of points available for each application is 115. Applications will be rank-ordered by final scores and awards will be made, starting with the highest score, until all allocated funds are expended. An application must score at least 80 points to be considered for funding.

N. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. An applicant who has submitted a proposal that the SCDE does not fund has five calendar days after receiving notification to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether the application process was followed. There will be no further appeal of the deputy superintendent's decision.

O. Competitive Priorities

A maximum of 15 additional points is available for applications that meet one or more of the competitive priorities. An applicant can qualify for Priority 4 and only one other priority; either Priority 1 or 2. Statements of eligibility for one or both of these priorities must be included in Section I of the Proposal Narrative.

Priority #1: Closing achievement gaps (10 points)

To be eligible for this priority, the applicant proposes to address gaps such as gender-related, race-related, or disabilities-related based on the needs of the students to attend the charter school.

Priority #2: At risk students (10 points)

Charters that propose serving at-risk secondary students, grades 7–12 (as defined by SC statute) that meet at least three of the following criteria:

Criteria 1: Area without Any Charter Schools

To be eligible for this priority, the applicant must be located within a district that currently does not have any authorized or operating charter schools. School districts that authorized a charter school years ago but the charter has since closed, will also be eligible.

Criteria #2: Report Card Ratings

To be eligible for this priority, the applicant must be located in a district that was below average or at-risk in the prior school year on the State-produced district report card.

Criteria #3: Adequate Yearly Progress

The majority of secondary schools in the school district have not made AYP in the last two years.

Criteria #4: "Corridor of Shame" district locations

To be eligible for this priority, the applicant must be located in one of the counties/school districts that were party to the "Corridor of Shame" lawsuit, *Abbeville County School District, et al. v. The State of South Carolina, et al.* (see Table 1 on page 3 for district locations).

Priority #3: First and only charter in the geographic district (5 points)

To be eligible for this priority, the applicant must be the first charter school to open in the geographic district and be the only one in the district at that time. Only school districts/SCPCSD that have never worked with charters in the area are eligible.

Virtual charter school applicants are not eligible for competitive priority points. Virtual charter schools will be located throughout the state in many different districts, so they cannot be "targeting" a specific unsatisfactorily performing district (unless they are sponsored exclusively by that district). The single location for virtual charter schools will be their proposed headquarters, and merely locating in either of these areas is insufficient to receive the competitive priority points.

P. Selection Criteria

Narrative Sections	Points Available
Section 1: The School and its Stakeholders	35
Section 2: The Financial Sustainability	30
Section 3: The Management Plan	35
SUBTOTAL	100
Competitive Priorities (Maximum bonus points available)	15
TOTAL	115

Q. Deadline and Submission Procedures

- Only complete applications that adhere to these guidelines will be reviewed or considered.
- Applications that are faxed will not be accepted.
- Applications will not be returned. Keep a complete copy of the entire application (with signed forms) for your records.
- Applications must be received no later than TBD.
- Applications must be submitted as one document on a flash drive or CD.
- The complete application must be in one document file (in .doc or .PDF format).
- The Cover Page, Assurances, and Terms and Conditions documents must contain the authorized official's signature; these forms may be signed (in blue ink) and scanned for submission with the application. Without appropriate signatures, an application will be considered incomplete and will not be reviewed.
- Applications submitted on a flash drive or CD must be sent to
Joel Medley, Charter School Program Officer
South Carolina Department of Education
Office of Public School Choice
1429 Senate Street, Suite 708-A
Columbia, SC 29201

PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS

Carefully adhere to font, format, page limit, and organizational requirements. Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

A. Application Overview

- Cover Page
- Program Summary/Abstract
- Proposal Narrative
 - Section 1: The School and its Stakeholders
 - Section 2: The Financial Sustainability
 - Section 3: The Management Plan
- Budget
 - Budget Form
 - Budget Narrative
- Required Attachments
 - Assurances
 - Terms and Conditions
 - GEPA Statement (directions located in this RFP)
 - Resume(s)/Credentials
 - Timeline of Activities
 - Copies of letters from CSAC and sponsoring district

B. Application Narrative Format

Length of Narrative:	Maximum of 30 pages. This page limit excludes the table of contents, budget form and narrative, required forms, and attachments.
Required Font/Font Size:	Times New Roman or Arial/Size 11
Margins:	1" on all sides
Page Numbers:	Insert bottom right. Required forms do not require page numbers.
Spacing:	Double spaced. Tables or charts may be single spaced.
Format:	Word (.doc) or Adobe Acrobat (.pdf)

C. Program Summary/Abstract

Provide a double-spaced, one-page overview of the project. Include background, mission, intended audience, amount requested, and any special features concerning how the charter school will operate. Indicate whether you are seeking competitive priority points and the amount of funding requested.

D. Applicant Narrative Content

The narrative should clearly and concisely describe the need for and all elements of the planned program.

Section 1: The School and its Stakeholders (35 points maximum)

The proposal must include a clear statement of a need for a charter school in the proposed school district or location and a detailed description of the target population and the need for additional learning opportunities. What are perceived to be opportunities currently available to the target population? How would this school be considered a high-quality charter school?

The proposal must clearly describe the degree of support and continuing involvement by individuals and organizations within the community, including parents, for this program. A letter of support from each group or individual cited must be included with the proposal.

The proposal must demonstrate how parents and members of the community will be involved in the design and implementation of the proposed charter school. Include innovative methods planned for engaging parents and community members in the school. Describe the plan to inform students and parents in the community about the charter school and how students will be given an equal opportunity to attend the school.

Describe the relationship between the authorized chartering agency and the charter school. Applicants must provide a copy of the letters from the Charter School Advisory Committee deeming the charter application as "legally compliant" and the approval letter from the authorizer. Include proof of nonprofit status in the appendix.

Section 2: The Financial Sustainability (30 points maximum)

The proposal must reflect a clear and thoughtful plan for sustainability of the school after the funding ends. Provide evidence of a long-term, sound business plan based on an awareness of funding for public schools. The proposal must demonstrate that the applicant maintains effective fiscal management practices and shows a reasonable promise of success beyond the scope of this Federal grant.

Also include contingency plans to deal with unanticipated budget reductions due to shortfalls in state revenue.

Describe, in narrative format, why you selected the budget you propose in this application. How did you arrive at the selected figures and how will these choices supplement not supplant other revenue sources available to the school?

Section 3: The Management Plan
(35 points maximum and 10-page limit)

The proposal must contain a thorough description of the project director’s responsibilities and duties in managing the grant to accomplish the program’s objectives. Qualifications and credentials for the position must also be included as attachments. If already identified, the project director’s resume must be included as an attachment to the application.

- Clearly describe the planning and management activities and how they are designed to accomplish the charter school objectives once it opens.
- List and describe objectives and performance measures that match the 6 quality components of SC’s high quality charter school definition.

The South Carolina definition of a high quality charter school that is comprised of 6 major components: financially-viable, choice-driven, innovation, student achievement, stakeholder satisfaction, and effective leadership. In creating the proposed objectives, you must write one objective for each of those 6 components while providing a series of performance measures that showcase how you will measure attainment of the objective. You may utilize the charter below to explain these in your PCSP grant application.

An objective describes what your project is doing to support the overall program of creating more high quality charter schools. The overall goal of quality is broken down into those 6 components; so you must create objectives to help the state meet its goal. Remember that objectives must be relevant to the overall goal, applicable to the grant activities you will fund, clear, and measureable. A performance measure is a measurable indicator used to determine how well an objective is being met. Good performance measures will describe what will change, how much change you expect, how will achieve the change, and when that change will take place.

QUALITY COMPONENT	OBJECTIVE	PERFORMANCE MEASURES	COMPLETION DATE
<i>Financially-viable</i>			
<i>Choice-driven</i>			
<i>Innovation</i>			
<i>Student achievement</i>			
<i>Stakeholder satisfaction</i>			
<i>Effective</i>			

leadership			
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- Explain how the charter school’s planning initiative and the resulting charter school will be managed.
- Include an organizational chart that shows the reporting lines, the committees, and the advisory groups.
- Provide a projected timeline of proposed, major grant activities (e.g., community meetings, professional development activities, lottery if the school is oversubscribed, opening of charter school, election of governing board) that shows who is responsible for the oversight and completion of each of those activities. This timeline must be included as an attachment.
- Demonstrate that the applicant has an understanding of and the capacity to comply with the South Carolina Charter Schools Act including strong board governance.

The proposal must contain a description of how the funds will be used, including a description of how such funds will be used in conjunction with other federal programs administered with any USED funds.

E. Application Budget

The budget must provide clear evidence that the expenditures are appropriate, justified, reasonable, and adequate to support the activities and to complete the project. The application budget has two parts: (1) the Budget Summary Form and (2) a Budget Narrative. The application budget must include legitimate and reasonable costs for achieving the objectives of the charter school.

Earmark \$10,000 each implementation year to support developing leadership capacity through the *Fierce Accountability* and *Generations* modules. During the planning year, each sub-grantee will receive training in *Fierce Conversations* through a partnership with Fierce, Inc. In the subsequent implementation years, sub-grantees have money set aside to continue that partnership by receiving training in *Fierce Accountability* and *Generations*. A brief description of these two programs is listed below and can be found in programmatic brochures produced by Fierce, Inc. (www.fierceinc.com):

- *Fierce Accountability*: “Its human nature to blame other people or circumstance for our problems....Strategies adopted in reaction to this behavior result in solutions that are half-hearted, safe, passive, and diluted. Worse yet, sometimes the result is no action at all....This workshop is designed to help participants recognize the cost of blaming, protecting, defending, and playing it safe.”
- *Fierce Generations*: “Managers frequently have difficulty motivating employees of different ages and at different stages of their careers. Understanding what each generation thinks, values, and desires is critical for a more collaborative and successful work environment....Attendees learn to embrace individual generational

similarities and create an atmosphere of inclusion, enabling them to leverage and appreciate the diversity of their workforce.”

Also, earmark \$5,000 each year for evaluation services that will be conducted by a third party. These individuals will work in concert with the SCDE in a total programmatic evaluation, so they will be visiting your school and providing feedback. From this \$5,000, you will pay them directly as they invoice you. Each sub-grantee will be provided a continuous improvement plan that can be utilized by the sub-grantees to improve their educational practices with the hopes of hastening the development of a high quality charter school.

The project budget must include separate budgets for the planning phases and year one of the implementation phase. Do not include a budget for the Academic Bonus Complement in Year 2 of the Implementation Phase. While the budget is assigned zero (0) points, the budget remains a critical component of the entire application. No application with an incomplete budget will be funded.

Budget Form

The Budget Form contained in this RFP should be used to provide an accurate budget for each year of the project. Please make sure the totals on the budget form equal the totals in the budget narrative.

Budget Narrative

The Budget Narrative should be structured to parallel the Budget Form. This narrative (often presented as a spreadsheet or table) must provide clear evidence that the expenditures are reasonable and adequate to support the activities and timeline of the project. The narrative must contain formulas used by the applicant to calculate the cost for each line item.

F. Reviewer’s Scoring Rubric

Reviewer’s Scoring Rubric	
Proposal Narrative	Max. Points
Section 1: The School and its Stakeholders <i>(points possible)</i>	____/35
Quality proposals are ones that: <ul style="list-style-type: none"> • Contain a clear mission statement based on the need for a charter school in the region while including a description of the target population (5). • Express the research-base of the school (3). • Describe the degree of support and continuing involvement by individuals and organizations within the community, as well as parents (3). • Includes letters of support from each group or individual cited above (4). • Demonstrate how parents and community members will be involved in the continued design and implementation of the proposed charter school (4). • Describe the plan of innovative methods for engaging parents and community members in the school (3). • Explain a plan to inform students and parents in the community about the charter school and how students will be given an equal opportunity to 	

<p>attend the school (4).</p> <ul style="list-style-type: none"> • Depict the relationship between the authorizer and the charter school. Letters indicating the CSAC deemed the charter legally compliant and that the sponsor authorized the charter must be attached (4). • Identifies measurable and mission-based objectives that will specifically be targeted with these CSP funds while discussing in the management plan how those objectives will be assessed (5). 	
Section 2: The Financial Sustainability <i>(points possible)</i>	____/30
<p>Quality proposals are ones that:</p> <ul style="list-style-type: none"> • Reflect a strong, clear, and thoughtful plan for sustainability of the school after the sub-grant funding ends, including other grant or funding opportunities identified to help boost the school’s budget (5). • Provide evidence of a long-term, sound business plan based on an awareness of funding for public schools (4). • Include public/private partnerships forged for student benefit (4). • Demonstrate that the applicant maintains effective fiscal management practices and shows a reasonable promise of success (4). • Develop and clarify the sub-grantee’s contingency plans should budget projections be insufficient (4). • Propose a clear rationale for the budget selected in the application (5). • Detail how they supplement not supplant other revenue sources (4). 	
Section 3: The Management Plan <i>(points possible)</i>	____/35
<p>Quality proposals are ones that:</p> <ul style="list-style-type: none"> • Reflect that the project director has the necessary qualifications to successfully manage the grant and accomplish its objectives (4). • Describe the charter school’s planning initiative and how the planning committee will measure progress toward the implementation of a high quality charter school and beyond (5). • Illustrate, in an organizational chart, the reporting lines, the committees, and the advisory groups for effective school leadership (4). • Include a projected timeline of major grant activities (e.g., community meetings, professional development activities, lottery if the school is oversubscribed, opening of charter school, election of governing board) that shows who is responsible for the oversight and completion of each of those activities is presented (5). • Reflect an understanding of and capacity to comply with the South Carolina Charter Schools Act including strong board governance (4). • Contain a clear description of how the sub-grant funds will be used, including a description of how such funds will be used in conjunction with other federal programs administered with USED funds (5). • Request, if applicable, a waiver of federal statutory or regulatory provisions or state or local rules generally applicable to public schools (4). • Contain an assurance, with a plan identifying timeframe and lead contact, that the sub-grantee will annually provide the USED and the SCDE such information as may be required to determine if the charter school is making satisfactory progress toward achieving its stated objectives (4). 	
Competitive Priorities (15 bonus points available)	____/15

<p>Priority #1: Closing achievement gaps (10 points)</p> <p>Priority #2: At risk students (10 points)</p> <ul style="list-style-type: none"> o Criteria 1: Area without Any Charter Schools o Criteria #2: Report Card Ratings o Criteria #3: Adequate Yearly Progress o Criteria #4: "Corridor of Shame" district locations <p>Priority #3: First and only charter in the geographic district (5 points)</p>	
TOTAL NUMBER OF POINTS	____/100
Budget Narrative and Form	
<p>The budget will be evaluated on the extent to which (1) resources are adequate for accomplishing the stated objectives and proposed activities and (2) all costs, particularly those associated with personnel and equipment, are reasonable given the nature and scope of the project.</p> <p><i>*While the budget is assigned zero (0) points, the budget remains a critical component of the entire application. No application with an incomplete budget will be funded.</i></p>	

Reviewer's Comments

 <p>South Carolina Department of Education Together, we can.</p>	<p>Office of Public School Choice</p> <p>South Carolina Public Charter School Dissemination Subgrant Program</p> <p>10–11 Application Cover Page</p>	<p>FOR SCDE USE ONLY</p> <p>Date Received: _____</p> <p>Received By: _____</p>
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APPLICATION COVER PAGE

Applicant Information

Name of Applicant _____

Unit or Department _____

Mailing Address _____

City, State, Zip Code _____

Contact Information

Contact Person _____

Title/Position _____

E-mail Address _____

Office Telephone _____ Fax _____

Mailing Address _____

City, State, Zip Code _____

Signature of Contact Person: _____

Funding Information

Funding Period: From October 1, 2010, to September 30, 2013	
Total Project Cost: \$ _____	Total Funds Requested: \$ _____

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. I have been given the authority to apply for and submit this Federal Grant Proposal. I understand my responsibilities to ensure proper expenditure of these Federal funds and to abide by Federally stipulated timelines for CSP eligibility. The applicant's governing body has duly authorized this application and document, and the applicant will comply with the Terms and Conditions, Assurances, and GEPA Statement if the subgrant is awarded.

Signature of Project Director (or Authorized Official of Group)	Date
Signature of Chief Financial Officer	Date



South Carolina
Department of Education
Together, we can.

Public Charter Schools Program Planning—
Implementation Competitive Subgrant

Office of Public School Choice

Budget Summary Form

BUDGET SUMMARY FORM

The budget must provide clear evidence that the expenditures are appropriate and justified to support the activities in the project. Expenditures should be reasonable and adequate to complete the project. The application budget has two parts: (1) the Budget Summary Form and (2) a Budget Narrative. The application budget must include legitimate and reasonable costs for achieving the objectives of the charter school.

Include a budget for Year 2 of the Implementation Phase but do not include funding from the Academic Bonus Complement.

Budget Category	Initial Planning	Implementation Year 1	Total Request
Support Salaries (200-100)			
Support Benefits (200-200)			
Instructional Travel and Purchased Services (100-300)			
Support Travel and Purchased Services (200-300)			
Instructional Supplies and Materials (100-400)			
Support Supplies and Materials (200-400)			
Instructional Capital Equipment (100-500)			
Support Capital Equipment (200-500)			
Total Per Phase			



South Carolina
Department of Education
Together, we can.

Public Charter Schools Program Planning—
Implementation Competitive Subgrant

Office of Public School Choice

Assurances

ASSURANCES

As the duly authorized representative of _____ (Please print or type name of applicant), I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.
- C. The applicant’s accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- D. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant’s accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- E. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE. If not, we understand that the SCDE may freeze or terminate funds from the grant until these requirements are satisfactorily completed.
- F. Will pay back to the SCDE any funds misused by the applicant as determined by the SCDE or auditors that may review our reimbursement claims.
- G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- H. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2009)).
- I. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2009)) if the amount of this award is \$50,000 or more.

Signature of authorized official

Date

Signature of authorized financial official

Date



TERMS AND CONDITIONS

(Page 1 of 2)

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE).
- B. **Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form. Failure to submit this final report will result in a full audit of the sub-grantee's entire PCSP grant.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, sub-grantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, state, or local) contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and



Instructions for GEPA Statement

The GEPA Statement of Compliance is a prose statement (in paragraph form) explaining how the applicant will ensure equal access to all program activities, training, and events for all intended program recipients. Applicants **MUST** describe how they will recruit and make services available and accessible to all interested students, parents, and community members.

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Appendix L: Peer Reviewer Evaluator Training Confirmation Form

 <p>South Carolina Department of Education <i>Together, we can.</i></p>	<p align="center">Office of Public School Choice</p> <p align="center">South Carolina Public Charter School Planning/Implementation Subgrant Program</p> <p align="center">10-11 Application Review Training</p>	<p align="center">FOR SCDE USE ONLY</p> <p align="center">Date of Training: TBD</p> <p align="center">Performed By: JOEL E. MEDLEY</p>
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By signing this form, I indicate that I have been trained as a P&I Grant Reviewer by the Charter Schools Office of the South Carolina Department of Education. I, further, acknowledge the following:

- ✓ *An understanding of the Planning and Implementation Grant program including the qualifications of eligible applicants, allowable application proposals, the SC charter school law, and targeted funding priorities of our approved CSP grant.*
- ✓ *I heard about the SC definition for a “high quality charter school”*
- ✓ *I had full opportunity to ask any questions throughout the training and recognize that I can contact the Charter Schools Office should additional inquiries be necessary.*
- ✓ *The need to recuse myself from any and all application reviews where I may have real or apparent conflicts of interest.*
- ✓ *That this process is for a competitive grant meaning that every applicant, depending on the strength of the proposal, may not be funded.*
- ✓ *I will consider and score the P&I grant proposal as written and will not contact the applicant for clarification purposes.*
- ✓ *That my scoring rubric will be kept with the P&I Grant application, which, whether funded or not, is a public document and, therefore, can be viewed by others.*
- ✓ *That I will not discuss the results of my scored applications with anyone other than the Charter Schools Office. If, by chance, an applicant calls for additional information on my scoring rubric, I will forward them to the Charter Schools Office.*
- ✓ *If my tabulation and the second reviewer’s tabulation vary by more than 20 points, a third reviewer will be used to bring consensus to the applicant’s final score. This process may involve participation in a conference call.*

Printed Name: _____

Signature: _____

Appendix M: 21st Century Grant Services Resume and Proposals

Duane F. Rupert, Ed. D.
3933 W. Eagle Street
Florence, SC 29501
843-319-4744 (office)
duanerupert@hotmail.com

Education

- May 1987** **Doctor of Education** in Program Planning and Evaluation, State University of NY at Albany. Dissertation topic: “The Relationship between Cognitive Style and Achievement of Adult Learners in a Home-Study GED Preparation Program.”
- May 1971** **Bachelor of Science** in Social Studies, University of Texas, Austin, TX.

Current and Previous Full-time Experience

- 2000 – Present** **President**, 21st Century Grants, Inc. Develop new business opportunities and maintain working relationships with a growing client base. Provide technical assistance, training and external evaluation services for state departments of education, colleges, school districts and community organizations. Prepare federal, state, and foundation grant proposals. Design self-assessment rubrics, data collection regimens and protocols for work with Charter School, Adult Education and After School programs. Design and facilitate strategic planning sessions for organizations to implement Continuous Improvement Process (CIP) models. Provide CIP site visitation leadership for the National Community Education Association (NCEA) and SC Department of Education, Office of Adult Education.
- 1997 – 2000** **Administrator and Graduate Faculty**, State University of NY at Oneonta. Taught graduate research courses as a part-time faculty member and managed community programs as a full-time administrator at the Oneonta Community Education Center. Responsible for program development, grants research and writing, marketing, and coordination of a community education consortium. Introduced automated registration procedures, more effective marketing approaches, a greater variety of courses and satellite locations. Secured the following grants: Barbara Bush Foundation funding for a family literacy program; Appalachian Regional Commission funding for an adult education distance learning program; and, 21st Century Community Learning Centers grants to support middle grades and elementary after-school and summer programs.

Duane F. Rupert, Ed. D., page 2

1994 – 1997 **Superintendent**, Laurens (NY) Central Schools. Provided leadership for a K-12 school serving 500 children. Responsibilities included supervision of 41 faculty and 45 support staff. Other duties included a full range of management functions including: finance (budget preparation, fiscal management, grants research and writing, state reporting); personnel (staff recruitment and selection, evaluation, contract negotiations); strategic planning (instruction, capital assets); board, parent, community relations (communications and shared decision-making); and, student life (discipline, student activities, prevention and intervention programs).

1988 – 1994 **Director, Community Education Services**, Greece Central Schools, Rochester, NY. Responsible for: Community Relations, Community Education, Alternative High School, Adult Literacy Services, Parent Advocacy Services, WGMC 90.1 FM, Grants Research and Writing, Center for Training and Development, and Facility Use for a district serving 13,500 students. Also coordinated Business/Post Secondary Partnerships and the Teacher Center. Responsible for 19 professional and 10 support staff. Introduced TQM principles and provided training to support strategic planning and continuous improvement objectives. Managed several successful district-wide bond and budget campaigns and a variety of community opinion survey projects. Helped develop a K-12 Instructional Management System.

1982 – 1988 **Director, Community Education & Principal, Community Education Center**, Greece Central School District. Responsible for overall supervision of comprehensive, self-supporting Community Education programs (over 22,000 annual registrants) and direct management of a self-sustaining Community Education Center. Managed 17 full-time administrative and support staff, and over 200 part-time instructional and support staff. Was also responsible for developing and managing annual budgets totaling over 1.4 million including federal and state grants. Planned and supervised transition from manual to automated registration / records management. Created the Center for Training and Development to serve local business, industry, and agency clients.

Recent Grants/Continuous Improvement Process Experience

2009 **Office of School Choice – SC Charter School Grant**. Provided an external evaluation of the federally funded SC Charter School program. Included a review of: all relevant policies and practices, objective outcome data, and surveys of sub-grantees to determine overall success and opportunities for improvement of the SC Charter Grant program.

Duane F. Rupert, Ed. D., page 3

- 2007 - Current** **21st Century Community Learning Centers.** Provide External Evaluation and Continuous Improvement Process services for the Flowing Well SD, Tucson, AZ
- 2006 - Current** **21st Century Community Learning Centers.** Provide Continuous Improvement Process services for the Newark (NJ) Public Schools Office of Extended Day Programs.
- 2005 – 2008** **Youth Mentoring Project.** Provide External Evaluation and technical assistance for the Flowing Well SD, Tucson, AZ. Includes two urban elementary schools.
- 2005** **Improving Teacher Quality (ITQ).** Wrote the proposal to fund a four year, federally supported (\$500,000) curriculum development project for Francis Marion University and a consortium of public school districts.
- 2004 – Current** **South Carolina Adult Education Division.** Lead on-site review teams to conduct Local Program Reviews of state funded Adult Education Programs in South Carolina. Prepare written reports of site visits with commendations, recommendations, and required actions.
- 2004** **21st Century Community Learning Centers.** Wrote the proposals for two SC After School (\$400,000 first year) programs.
- 2004 - 2006** **Barbara Bush Foundation.** Wrote the proposals and provided evaluation services for two Bush Foundation funded Family Literacy Projects (FLPs). The FLPs were initiated to provide literacy and support services to selected families in two SC regions.
- 2003 – Current** **Literacy and Employment Outcomes (LEO).** Wrote the proposal and provide evaluation services for a federally funded (\$980,000) project for the South Carolina Vocational Rehabilitation (VR) Department. The LEO project has the SC Department of Education as a major partner and provides literacy services for clients at VR sites around SC.
- 2002 - 2004** **Barbara Bush Foundation.** Wrote the proposal and provided evaluation services for a private foundation funded (\$65,000) Family Literacy Project (FLP). The FLP was initiated to provide literacy and support services to selected families in a rural area of SC.
- 2002 - 2004** **21st Century Community Learning Centers.** Provide External Evaluation and training services for the Flowing Well SD, Tucson, AZ. Includes two urban elementary schools.
- 2002 – 2004** **21st Century Community Learning Centers.** Provide External Evaluation and training services for the Edgefield (SC) County SD. Includes three rural elementary schools.

Duane F. Rupert, Ed. D., page 4

- 2001 – Current** **Charter School Grant.** Wrote the proposal and provide training and evaluation services for a two year federally funded (\$200,000) planning and implementation grant. The Charter School continues to provide service for “at-risk” adolescents.
- 2000 – 2004** **21st Century Community Learning Centers.** Wrote the proposal and provide External Evaluation services for two, three-year, federally funded (\$1,000,000 per year) extended day and summer (ED/S) program. The ED/S program operates at four middle school (7-8) buildings in Florence and Timmonsville, South Carolina.
- 2002 – 2003** **Even Start/Family Literacy Project.** Provide External Evaluation services for the federally funded Florence One SD Even Start Program.
- 2001 – 2003** **21st Century Community Learning Centers.** Provided External Evaluation services for a three school district consortium in upstate New York (Berkshire Union Free SD, Taconic Hills SD, and Hudson City SD).
- 2001 - 2002** **21st Century Community Learning Centers.** Provided External Evaluation services as member of TEK Prep team for seven 21stCCLC sites operated by the Oneonta CSD.
- 2001** **Limited English Proficient Grant.** Wrote the proposal for three-year, federally funded (\$46,000), contextualized civics, adult English as a Second Language Program.
- 1998 - 2000** **21st Century Community Learning Centers.** Wrote the proposal and provided Project Management for a three year federally funded (\$693,720 per year) extended day and summer (ED/S) program. The ED/S program operates at each of the four elementary (K-6) buildings of the Oneonta City School District.

References

Mr. Ray Marin, Supervisor
 Newark Public Schools 21st CCLC Project
 74 Hartford Street
 Newark, NJ 07103
Phone: (973) 773-6026
Email: rmarin@nps.k12.nj.us

Dr. Nic Clement, Superintendent
 Flowing Wells School District
 1556 W. Prince Road
 Tucson, AZ 85705
Phone: (520-696-8801
Email: clementn@flowingwells.k12.az.us

Patricia Barnicle, Regional Associate
 Southwest Educational Laboratory
 8 Ladd Rd.
 Sturbridge, MA 01566
Phone: (508)-347-5555
Email: pbarnicle@aol.com

Laureen Cervone, Director
 UCLA School Management Program
 Northeast Regional Office
 Trumbull, Connecticut.
Phone: (203) 365-8914
Cell: 401-497-8108
Email: lcervone@smp.gseis.ucla.edu

**21st Century Grant Services Concept Paper Relative to an External Program
Evaluation of the South Carolina Charter School Grant**

1. *21st Century Grant Services* will review all relevant materials (e.g.: the 2010 Federal Charter School Proposal prepared by the Office of Public School Choice and any subsequent amendments; Annual Charter Schools Performance Reports; any audits of the SC Charter Schools Program prepared on behalf of the US DOE; the Survey of charter applications submitted to and reviewed by the Charter School Advisory Committee; fiscal information related to funds disbursed to charter applicants; and, other pertinent Charter Schools Program data) and meet with the Charter Schools Associate to facilitate a full implementation of an External Evaluation of the SC Charter Schools Program.
2. *21st Century Grant Services* will determine, with the support and approval of the Charter Schools Associate, the extent to which additional data may be required from SC Charter School grantees to insure that an adequate basis may be achieved to support the External Program Evaluation process. Additional data may be secured through: review of Continuous Improvement Process data, on site visits, telephone interviews, surveys, and requests for specific site-based documents.
3. Within one month of the consummation of a formal agreement, *21st Century Grant Services* will submit to the Charter School Associate a plan for completion of the External Evaluation, which will include: the overall format and content of an External Evaluation Report; the specific program objectives, policies, and procedures to be reviewed; and, the timing of the first draft and final External Evaluation Report.
4. *21st Century Grant Services* will: review and analyze all Charter Schools Program evaluation data; conduct stakeholder interviews (as needed); create, disseminate, and review grantee surveys (as needed); and review all other pertinent documents relevant to the management of the SC Charter Schools Program. This will provide the External Evaluator (consultant) with a basis for developing an Interim Evaluation Report (by July 31 each year of the grant) and Final External Program Evaluation Report (by September 30 each year of the grant). Included in the report will be an assessment of progress relative to achievement of program objectives, program policies and procedures, and recommendations for improvement. The overall Final External Evaluation of the PCSP grant will be completed by July 31, 2015 (which is the last year of the grant).

Projected Costs

21st Century Grants will submit quarterly invoices for professional services (all expenses included) related to the External Program Evaluation services provided on behalf of the SC Charter Schools Program. The total cost of consultant services will not exceed \$10,000 for the twelve months of a formal agreement.

21st Century Grant Services Concept Paper Relative to a Continuous Improvement Process (CIP) for South Carolina Charter Schools

1. **21st Century Grant Services** will develop a Continuous Improvement Process (CIP) for SDE Charter School Program Office funded charter schools in cooperation with the Charter School Associate. The CIP will feature self-assessment rubrics based on sub grantee objectives and Charter School Best Practices. The CIP will be ready for implementation by October 1, 2010.
- 2.. **21st Century Grant Services** will have access to all CIP data and will schedule at least two visits annually during the term of this agreement to each charter school receiving funding from SDE Charter School Program Office, including the initial planning stages. Visits will last one to two days, depending on size and scope of individual charter school projects. Each initial visit will be made by a two-person visitation team. Subsequent visits will be made by individual site visitation specialists. The purpose of site visits will be to validate the self-assessments conducted by individual sub-grantees vis-à-vis the Continuous Improvement Process. On-site visitation protocol will include: instructional observations; interviews of key stakeholders; and review of additional documentation (when available) that supports sub-grantee self-assessments
3. **21st Century Grant Services** will provide an interim CIP report to the charter school and SDE by January 31, 2011 with a summary of observations and recommendations for improvement.
4. **21st Century Grant Services** will provide a final CIP report to the charter school and SDE by July 31, 2011 with a summary of observations and recommendations for improvement.

Estimated Costs

21st Century Grant Services will devote up to forty six professional work days to support site visits and report generation (40 work days for site visits and 6 work days for report generation). **21st Century Grant Services** will devote up to an additional 10 work days to the SDE Charter School Program Office for meetings and reporting. The cost for professional services will not exceed \$18,620 (\$332.50 per day x 56 days).

21st Century Grant Services will coordinate travel and request reimbursement for travel, meals and mileage associated with this project using the U.S. General Services Administration approved per diem rates for South Carolina. It is estimated that **21st Century Grant Services** will generate approximately 6,400 miles, 24 hotel nights, and 48 meal-days while in the field to support the project. The estimate cost of travel should not exceed \$6,208 (6,400 miles x \$.505/mile, 24 hotel nights x \$70/night, and 48 meal-days x \$27/day).

21st Century Grant Services: will submit monthly invoices to each sub-grantee for time dedicated to the project. Travel requests will be submitted for approval in advance of all planned travel to Charter School sites. Travel reimbursement will be sought for pre-approved travel at the completion of each authorized site visit.

Appendix N: Continuous Improvement Standards

CONTINUOUS IMPROVEMENT STANDARDS

Leadership

Level 1 – Basic

The Charter School program has a management and administrative plan.

- Program operation elements are established.
- The program has an annual audit and report.
- Logistical issues (facilities, food service, etc.) are arranged.
- Job descriptions are in place.
- Orientation for staff takes place.
- A Board or advisory group is in place.
- Appropriate legal requirements are followed.

Level 2 – Emerging

The Charter School program has implemented a formal management structure and practices to support high quality programs.

- Board or advisory group meets at least quarterly.
- The management plan is communicated with staff.
- Contracts or agreements are in place with partners and collaborators.
- School leadership fully participates in fiscal management.
- School leadership schedules and attends regular staff meetings.

Level 3 – Proficient

The Charter School program can demonstrate policies to assure efficient and fiscally sound program operations.

- Charter School policies support quality management practices.
- Program monitoring is conducted, needs are assessed, staff evaluations done, and program decisions are made based on identified needs.
- Procedures are in place for addressing and resolving issues.
- Resource development strategies exist.
- Operational resources are in place for a sustained program.

Level 4 – Exemplary

The Charter School program can demonstrate that it is recognized by local boards (school, CBO [if applicable] city, town) and other relevant entities as a necessary component for delivering educational services.

- The school board / CBO Board of Directors and local government actively support the Charter School with policy and/or funding.
- A method for sustainability is in place.
- Long-term partnership agreements are in place.

Financing

Level 1 – Basic

The Charter School can demonstrate that budgeting is essential to its functioning.

- The program has a budget.
- Funds are used appropriately and for their intended purposes.

Level 2 – Emerging

The Charter School program can demonstrate that the program’s financial management and development strategies mirror program vision and goals.

- Funding is leveraged by in-kind and dedicated funds.
- The program identifies various funding streams.
- The program engages partners to support various program components.
- Sustainability is frequently discussed.
- The budget is sufficient and allocations are appropriate to support program objectives.
- The program has a system for the stewardship of funds.
- The Board or advisory group includes active participation by a financial expert.

Level 3 – Proficient

The Charter School program can demonstrate that the program’s budget is used appropriately as a tool in the decision-making process for sustainability.

- Sustainability planning relies on objective data and takes place to ensure a diversity of funding to support current and future program objectives.
- The program actively pursues a variety of funding sources.
- The program identifies and pursues long-term funding.

Level 4 – Exemplary

The Charter School program can demonstrate the financing processes have been institutionalized to the extent that sustainability is a community-wide objective.

- The Charter School has a primary funding source with additional funding.
- Strong partnerships exist to support the program and services from which all partners benefit.
- All Charter School program decision are data driven and rely on substantial input from the Board or advisory group.
- Community linkages, partnerships, and connections exist to support enhanced services.
- Long-term alliances ensure continued funding.

Research, Evaluation, & Knowledge Base

Level 1 – Basic

The Charter School identifies the areas that will be evaluated.

- Program objectives are in place and there is a mechanism to collect data.
- Program evaluator, fiscal agent and administrators understand all program reporting requirements.

Level 2 – Emerging

The Charter School program has a written plan to measure what is to be evaluated and implements the plan.

- The program monitors needs and collects data in ways appropriate with evaluation plan.
- Needs assessment questions are a part of program evaluation and other survey instruments.
- The program has a formal evaluation plan.

Level 3 – Proficient

The Charter School program can demonstrate that program evaluation and assessment is used to guide decision making.

- Evaluation data is used to guide decision making (e.g., student outcomes are re-examined according to evaluation evidence; program activities are added, refined or eliminated as a result of evaluation data; financial management policies, procedures, and the sustainability plan may be altered as a result of evaluation data).

Level 4 – Exemplary

The Charter School program has fully implemented a continuous improvement process (CIP) for achieving program outcomes and processes that are consistent with best Charter School practices.

- Program fully participates in a continuous improvement process from all stakeholder groups.
- The program shares results of evaluation with community stakeholders.
- Program publishes the results of its evaluation to add to the body of evidence supporting the Charter School.

Community & Family Involvement

Level 1 – Basic

The Charter School can demonstrate that it encourages involvement of community and family.

- Open houses and community events are scheduled regularly.
- A Board or advisory group is formed.
- Community, youth, and parents participate in focus groups and surveys.
- School schedules and descriptions are disseminated widely in the community.

Level 2 – Emerging

The Charter School can demonstrate that it has achieved regular community and family involvement.

- The Board or advisory group meets at least quarterly and provides guidance to the development of the school program.
- Parents/community members are represented on the Board or advisory group
- The school vision has been created by the Board or advisory group.

Level 3 – Proficient

The Charter School can demonstrate that its leaders have come from a broad cross-section of the community.

- The Board or advisory group determines its own leadership, informs agenda, guides sustainability, and writes by-laws.
- Community members, parents, and youth serve as members and/or volunteers in Charter School program.
- Special events are well attended by community and parents.

Level 4 – Exemplary

The Charter School can demonstrate that significant parts of the broader community are involved in promoting and supporting quality Charter School opportunities. The Charter School survives individual leaders and initial funding sources.

- The wider community supports the Charter School vision and goals.
- The Charter School connects students with community opportunities and resources.
- The Board or advisory council is fully institutionalized, formalized, and guided by its own by-laws.
- Community members, parents, and youth serve as leaders of and advocate for the Charter School.

Staffing & Training

Level 1 – Basic

The Charter School program has employed staff and/or has contracted personnel or volunteers. The Charter School program is aware of training that is needed.

- Background checks are conducted prior to the hiring of program staff and volunteers.
- Orientation is provided for all staff, including contracted personnel & volunteers.
- Job descriptions exist.
- A training program is in place.
- Adult and youth volunteers are used when appropriate.

Level 2 – Emerging

The Charter School can demonstrate that action steps are taken for improving the skills of staff and training initiatives are in place.

- On-going orientation, training, and evaluation are provided for all staff and volunteers.
- Personnel and volunteer manuals are in place.
- Staff development is part of the program and focuses on working effectively with participants.
- Staff interaction activities occur regularly.

Level 3 – Proficient

Charter School leadership can demonstrate that it values staff trained to meet program goals.

- A staff development plan is in place and followed on a consistent basis.
- Staff and volunteers are supported to attend trainings, skill development workshops and conferences.

- Staff and volunteers are recognized for their contributions.
- Staff are valued (benefits and salaries are aligned with other Charter School providers), have input into designing their professional development, and understand their career path.
- Staff training clearly responds to students' needs.
- The charter School program financially supports professional training.
- The quality of services provided by contracted providers is guided by contracts or agreements.

Level 4 – Exemplary

The Charter School program can demonstrate that it places a high premium on retaining skilled staff and values the training provided to skilled staff.

- Staff are formally educated and trained in appropriate strategies to meet the needs of participants.
- Staff has expertise to help participants develop positive relationships.
- Staff mentoring and training supports working with diverse populations.
- Incentives are in place to reward staff members who advance along their career path.
- Career paths exist within the organization.
- The program financially supports professional growth opportunities.

Generic Indicators

Facilities

- The physical space is safe and well-equipped for program activities.
- There are adequate materials to carry out program activities.
- The space seems welcoming—visuals on walls are appropriate and consistent with program goals and mission.

Organization and Design

- There is a high level of trust between and among staff and participants.
- Program leadership carries out periodic, well-designed evaluations with intentionality about what they hope to learn.
- The program demonstrates meaningful community partnerships with organizations such as higher education institutions, local businesses, libraries, cultural arts organizations and others.
- There is a structure to promote frequent and meaningful communications about program planning and implementation with school leadership and representatives of partner organizations.
- Charter School faculty has access to data regarding participants' academic progress.

Procedures and Policies

- The program has strong, consistent support from parents.
- The program attempts to attract parental participation, keeping the needs of working parents in mind.
- Expectations for student behavior are communicated clearly and reinforced by staff.

Staffing

- Staff possess significant experience/competence in their area of focus.
- Staff respect and enjoy interacting with youth.
- Staff report high levels of job satisfaction and staff turnover rates are relatively low.
- Staff relate well to youth and demonstrate a high degree of cultural sensitivity.
- Program leadership value staff and is invested in retaining qualified employees.
- Staff and volunteers are provided with ongoing opportunities for professional development.
- There are strategies for determining the needs and interest of staff relative to professional development.

Activities

- Program activities provide participants with “real world” experiences and skill-building opportunities.
- The program offers one-on-one tutoring to enhance participants’ academic skills.
- The program has a formal process for identifying struggling youth and responds with appropriate support.

Appendix O –Cayen Systems Quote

CAYEN SYSTEMS

	Year 2	Year 3	Year 4	Year 5
Number of Charter Schools	8	13	24	32
System Creation	\$3,500			
Application Hosted on Cayen’s Secure Servers	\$3,500	\$3,000	\$2,500	\$2,000
Technical Support @ \$80 an hour	\$2,400	\$2,400	\$2,400	\$400
Annual Application Licensing (\$245/school/year)	\$1,960	\$3,920	\$5,880	\$7,840
Customization Costs @ \$95/hour	\$14,440 (152 hours)	\$11,970 (126 hours)	\$7,315 (77 hours)	0
TOTAL	\$25,800	\$21,290	\$18,095	\$10,240

Joe Cayen
Owner, Cayen Systems

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www.cayen.net

Database Solutions for Non-Profits and Schools

Appendix P: References

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Budget Narrative

Budget Narrative Attachment Form

Attachment 1:

Title: **2010 CSP Budget Narrative Pages: 13** Uploaded File: **F:\USERS\Grants\SDE Grant proposals\Choice\Charter Schools\Charter Schools 2010\2010 CSP Budget Narrative.pdf**

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. PERSONNEL						
Project Director - The PD will dedicate 100% of staff time to the project and will be responsible for providing fiscal oversight and management of the program, ensure the work is being performed, and is meeting specific benchmarks and requirements (requesting 70% of salary; 30% covered by the state). Costs for Years 2-5 include a 3% Cost of living increase (COLI).	\$49,490	\$50,975	\$52,504	\$54,079	\$55,701	\$262,749
Administrative Assistant - individual responsible for updating the Charter Web site, logistical arrangements and registration for trainings, disseminating information to subgrantees and interested parties, and data entry/report preparation on project. (requesting 60% of salary; 40% covered by the state). Costs for Years 2-5 include a 3% COLI.	\$17,650	\$18,180	\$18,725	\$19,287	\$19,866	\$93,708
Part-Time Assistant - individual to work on an hourly basis to assist the Charter Office with the program by assisting potential subgrant applicants, answering inquiries by applicant groups, and conducting presentations to potential charter applicants, parents, etc. Estimated at \$25/hour for 21 hours/week in Y2 and increasing by 3 hours/week each year to reach 30 hours/week in Y5. Rate based on 52 weeks/year.	\$0	\$27,300	\$31,200	\$35,100	\$39,000	\$132,600
Subtotal Personnel	\$67,140	\$96,455	\$102,429	\$108,466	\$114,567	\$489,057

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
2. FRINGE BENEFITS						
Project Director (31% of salary)	\$15,342	\$15,802	\$16,276	\$16,764	\$17,267	\$81,451
Administrative Assistant (31% of salary)	\$5,472	\$5,636	\$5,805	\$5,979	\$6,158	\$29,050
<i>Subtotal Fringe:</i>	\$20,814	\$21,438	\$22,081	\$22,743	\$23,425	\$110,501
3. TRAVEL						
Annual Project Director's Meeting hosted by the USED (required meeting; 1 person for 3 days/nights). The GSA room rate (\$265 x 3 nights) and airfare at \$500. Per diem is \$32/day x 3 days. Estimates are increased 5% each year to cover anticipated cost increases.	\$1,391	\$1,461	\$1,534	\$1,611	\$1,692	\$7,689
Annual Conferences (National Alliance for Public Charter Schools and the National Association for Charter School Authorizers) 1 person to attend 2 conferences: \$300 registration fee, \$700 airfare, \$32 per diem/day, and \$250/night lodging for 3 nights. Each year is increased 5% to cover anticipated cost increases.	\$3,692	\$3,877	\$4,071	\$4,275	\$4,489	\$20,404
Monitoring Visits - site visits to monitor subgrantees in P&I. Estimates for Y1 and Y2 are for project director, based on 12 hotel nights (\$100/night), 12 days per diem (\$25/day), and 2500 miles at \$.505/mile. For Y3, Y4, and Y5, one person (project director or staff person), based on 15 hotel nights (\$100/night), 15 days per diem (\$25/day), and 3,250 miles at \$.505/mile.	\$2,763	\$2,763	\$3,516	\$3,516	\$3,516	\$16,074

SC C.H.A.R.T.E.R. 2010-2014
Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Charter School Advisory Committee - travel reimbursement for members' review of charter applications at \$.505/mile for 5,500 miles based on mileage reimbursement averages for the last 3 years. This legislated committee is comprised of 11 individuals that have at least 1 planning and 5 working meetings each year. The number of working meetings depends on the number of charter applications that are submitted for review.	\$2,778	\$2,778	\$2,778	\$2,778	\$2,778	\$13,890
Fierce, Inc: Train the Trainer - PD will become certified in using this model to train charter schools beyond the P&I grant process. Subgrantees will receive training during their planning year and beyond. \$3000 (a one-time cost) for the 4-day training, airfare to Seattle (\$600), lodging (\$175/night x 5 nights), and per diem (\$32/day x 5 days). Funding for Y2 and Y3 is included in case the PD does not receive the highest level certification in Y1. Fierce, Inc. has three levels of certification; the top certification is needed to receive full certification.	\$4,635	\$4,635	\$4,635	\$0	\$0	\$13,905
Training and Technical Assistance: Travel for subgrantees to attend training by SERVE Regional Lab on strategies to (1) address at-risk learners and (2) close achievement gaps. Training to take place in either Florence or Orangeburg 2 times/year. 50 participants x 1 day (200 miles round trip x .505, \$25/day per diem) x 2 trainings.	\$12,600	\$12,600	\$12,600	\$12,600	\$12,600	\$63,000

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Charter Schools - Practices for High Performance PD will attend the leadership development program in Y3 to develop skills and strategies to assist charter schools in building capacity and improving student outcomes; registration fee (\$2,175), lodging (\$185/hotel night x 5 nights), \$32 per diem x 5 days, and airfare of \$350; estimate is increased 10% to cover cost increases by Y3 (5% per year).	\$0	\$0	\$3,971	\$0	\$0	\$3,971
<i>Subtotal Travel</i>	\$27,859	\$28,114	\$33,105	\$24,780	\$25,075	\$138,933
4. EQUIPMENT						
<i>Subtotal Equipment</i>	\$0	\$0	\$0	\$0	\$0	\$0
5. SUPPLIES						
Cell Phone for Project Director: \$100/mo x 12 mos (to include at least 450 minutes and unlimited data access). Y1 includes purchase of a "smart phone" at \$200 (based on the Motorola Droid). Each subsequent year includes a 3% increase to cover cost increases charged by service provider (Verizon).	\$1,400	\$1,236	\$1,273	\$1,311	\$1,350	\$6,570

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Multi-function Office Machine for use by PD and Admin Asst to enable faxing, scanning, and copying materials for administration of the project. One-time purchase based on 1 HP Color LaserJet CME 2320nf at \$599 plus s/h and taxes (estimated at \$101). Y2 toner cartridges (2 x \$104/cartridge plus \$20 shipping). For Y3 through Y5, 3 cartridges a year at the same rate. The extra cartridge is due to an additional staffer's increased time in the office.	\$700	\$228	\$332	\$332	\$332	\$1,924
High Speed Scanner to back-up and store paper documents necessary for administration of the project. Y2 one-time expense; based on 1 Fujitsu ScanSnap S1500 (model recommended by SCDE IT department) retail price of \$435 plus s/h and taxes (estimated at \$100).	\$0	\$535	\$0	\$0	\$0	\$535
LCD Projector for the Charter Office staff to use for training and presentations to developer groups and authorized charters; one-time purchase based on 1 EPSON EX51 3LCD projection system at \$599 plus s/h and taxes (\$101).	\$0	\$700	\$0	\$0	\$0	\$700

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Mimio Interactive Technology (this turns a regular white board into an interactive board) to be used in concert with the LCD projector, for training charter developer and charter planning groups. Estimate includes the Xi Bar and Capture software (\$899), wireless components (\$299), portable carrying case (\$59), 2 packs of adhesive strips and 1 pack of magnetic strips (\$75), 4 additional dry erase/stylus pens (\$196), 8% SC sales tax, and \$50 for shipping/handling.	\$0	\$1,700	\$0	\$0	\$0	\$1,700
Professional Memberships including NACSA, NAPCS, Board Source, ASCD, Education Week, Kappan, and the SC Association of Non-Profit Organizations to provide the Charter Office access to "members only" information that can be shared with charter schools and sponsors statewide. Because these membership fees have increased over time, an additional \$400 is built into Y3, Y4, and Y5 to cover anticipated membership increases.	\$1,500	\$1,500	\$1,900	\$2,300	\$2,700	\$9,900
Office Supplies for program administration estimated at \$200/month for Y1 and Y2 and \$300/month for Y3, Y4, and Y5. Supplies include flash drives, paper, CDs for data storage and archiving, and folders. There is an increase in Y3 due to the additional staff that will be added.	\$2,400	\$2,400	\$3,600	\$3,600	\$3,600	\$15,600

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Workshop Supplies including publications, markers, flip-charts, CDs and flash drives for document transfers, notebooks, and dividers. For Y1 and Y2, \$2,000 is estimated with 50% for supplies with planning groups and 50% for supplies with implementation schools. Y3, Y4, and Y5 is \$2,500 based on \$1,250 in supplies for planning schools and \$1,250 in supplies for implementation schools.	\$2,000	\$2,000	\$2,500	\$2,500	\$2,500	\$11,500
Telephone estimated at \$200/mo. for Y1 and Y2 and \$300/mo. for Y3, Y4, and Y5. Phone rates are based upon averages of the current staff over the past 2 years. Increases occur in Y3 and beyond to include the additional staff member.	\$2,400	\$2,400	\$3,600	\$3,600	\$3,600	\$15,600
Postage to mail resources to schools, planning groups, authorizers, and community members. \$125/mo. in Y1, \$175/mo. in Y2, \$225/mo. in Y3, \$275/mo. in Y4, and \$325/mo in Y5 (annual increase of \$50/mo.). The increases are based upon the increase of charter schools and distribution of high-quality charter school best practices to be provided to school districts.	\$1,500	\$2,100	\$2,700	\$3,300	\$3,900	\$13,500

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Fierce, Inc. Toolkits for PD to use in leadership training. No cost in Year 1 because kit costs are part of the trainer's fee. Y2 costs are as follows for kits for "Fierce conversations" and "Fierce accountability:" 8 "conversation" kits/year x \$120/each plus \$40 S/H, and 8 "accountability" kits/year x \$105/each plus \$40 S/H. Y3, Y4, and Y5 includes kits for "Fierce conversations" and "Fierce accountability" as for Y2 plus the "Fierce generation" kits: 8 kits/year at \$105/each plus \$40 S/H.	\$0	\$1,880	\$2,760	\$2,760	\$2,760	\$10,160
Quality Reference Materials for newly authorized charter schools. Topics will focus on board governance, strategic planning, fiduciary responsibility, and leadership. 4 books/year at \$20/book for 8 subgrantees plus \$50 shipping. For Y4 and Y5, when most schools are receiving CSP subgrant funds, \$300 additional funding is budgeted for new resources that may become available to benefit these charter schools.	\$690	\$690	\$690	\$990	\$990	\$4,050
Copying The Charter Office shares a lease with several other offices and must cover copying costs. Estimate is based upon current yearly costs for copying with a 7% annual increase.	\$1,499	\$1,604	\$1,716	\$1,836	\$1,965	\$8,620
Subtotal Supplies	\$14,089	\$18,973	\$21,071	\$22,529	\$23,697	\$100,359

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
6. CONTRACTUAL						
Fierce, Inc. facilitator to train the first cohort of newly authorized charter schools for a two day training - fee of \$2000/day plus travel (\$750 airfare, \$93/hotel night for 2 nights, and \$36.50 per diem for 2 days) for Y1, Y2, and Y3 to allow the PD to earn train-the-trainer certification. For Y4 and Y5, \$2500 will be set aside to help schools continue training with Fierce Accountability and Generations as needed.	\$5,009	\$5,009	\$5,009	\$2,500	\$2,500	\$20,027
21st Century Grant Services fees for the external evaluation of the project. An increase of \$1441 in Y2, Y3 increase of \$750, Y4 increase of \$2000 due to addressing the <i>Fierce Conversations</i> training that all schools will participate. Y5 \$1000 decrease to complete the final evaluation report of the CSP grant.	\$10,000	\$11,441	\$12,191	\$14,191	\$13,191	\$61,014
CSAC Review to enable the legislated review committee to contract with an educational consultant to process, read, and review the charter applications submitted for determination of legal compliance. Projections are based on the following: (1) potential applications for each year increasing annually by four --Y1 - 20, Y2 - 24, Y3 28, Y4 - 32, and Y5 - 36; (2) a fee of \$500/application, and (3) an additional \$2500 for processing paperwork between the various entities involved.	\$12,500	\$14,500	\$16,500	\$18,500	\$20,500	\$82,500

SC C.H.A.R.T.E.R. 2010-2014
Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<p>Training for New Charter Administrators - multiple-day trainings to provide professional development skills for new charter administrators. 8 new administrators/year at \$1000/administrator (includes travel, materials, presenter honoraria) in Y1 and Y2, and \$1350/administrator for Y3, Y4, and Y5. Increase beginning in Y3 to cover the increase of charter school principals as well as a rise in prices for supplies, materials, and printing costs rise. These trainings will be created by a partnership between the SC Association of Public Charter Schools, the Palmetto Charter Network, the SCDE, an IHE, and the business community.</p>	\$8,000	\$8,000	\$10,800	\$10,800	\$10,800	\$48,400
<p>National Consultants such as Francis Marion University, NACSA, and NCSI to provide technical assistance to charter developer group cohort and newly authorized charter schools. 1 training in Y1 at \$2000/training (includes airfare, daily rates, per diem, and rental car), 2 trainings in Y2, 3 trainings in Y3 and Y4, and 4 trainings in Y5. Y2 and Y4 have a 25% increase to cover additional costs in transportation.</p>	\$2,000	\$5,000	\$6,000	\$7,500	\$8,000	\$28,500

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<p>Mastery Boards training for charter schools' non-profit boards through a partnership with the SC Association of Non-Profit Organizations (SCANPO) and the SC Association of Public Charter Schools. SCANPO will provide year long training on 9 half-day modules called "Best Practices for Non-Profits." 4 events/year at \$750/training to cover material costs in Y1 and increasing by \$250/training each successive year based on additional board members who will need mastery board training.</p>	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000	\$25,000
<p>Cayen Systems to develop an online data submission tool to assist 21st Century Grant Services and the SCDE in evaluating the effectiveness of the subgrantees and overall grant project. Initial implementation of the project with some pre-building costs also included in Y2. Because Y1 will involve hard copy data collection, there is no cost associated. This initial year allows the evaluators and Cayen systems to determine exactly what information will need to be collected to be tailor-made for optimal use.</p>	\$0	\$25,864	\$21,320	\$18,172	\$10,278	\$75,634
Subtotal Contractual	\$40,509	\$73,814	\$76,820	\$77,663	\$72,269	\$341,075

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
7. CONSTRUCTION						
<i>Subtotal Construction</i>	\$0	\$0	\$0	\$0	\$0	\$0
8. OTHER						
Subgrant: Planning Year Charter Schools - 8 schools will enter their planning year in each year of the grant project. Two schools will be targeted schools receiving \$165,000 for planning (totaling \$330,000) and the remaining 6 schools will be typical schools getting \$100,000 for planning (totaling \$600,000). Flow through treated as contractual with \$25,000 cap for indirect costs.	\$930,000	\$930,000	\$930,000	\$930,000	\$930,000	\$4,650,000
Subgrant: Implementation Year 1 Charter Schools - 8 charter schools will open to serve students each year. Two schools will be targeted schools receiving \$365,000 for the first year of implementation (totaling \$730,000) and the remaining 6 schools will receive \$250,000 for the first year of implementation (totaling \$1.5 million). <i>For Y1, only 6 charter schools (2 targeted and 4 typical) will open based on the number of charter schools currently in their planning year.</i> Flow through treated as contractual with \$25,000 cap for indirect costs.	\$1,730,000	\$2,230,000	\$2,230,000	\$2,230,000	\$2,230,000	\$10,650,000

SC C.H.A.R.T.E.R. 2010-2014

Five-Year Budget Narrative

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Subgrant: Implementation Y2 Charter Schools 8 schools will open to serve students each year (40 total charter schools). Two schools will be targeted to receive \$300,000 for the second implementation year (totaling \$600,000) and the remaining 6 typical schools will receive \$175,000 for the second implementation year (totaling \$1.05 million). Because each school is eligible for an "Academic Bonus Complement" the mid-range amount is estimated: \$20,000 ea. for typical schools and \$30,000 ea. for targeted schools. <i>For Y1, only three schools will be open (as typical schools), based on the schools that are currently in the first year of operation. For Y2, 6 schools (2 targeted and 4 typical) will be open receive funds, based on projections for schools that will open August 2010.</i> Flow through treated as contractual with \$25,000 cap for indirect costs.						
	\$585,000	\$1,440,000	\$1,830,000	\$1,830,000	\$1,830,000	\$7,515,000
Subtotal Other	\$3,245,000	\$4,600,000	\$4,990,000	\$4,990,000	\$4,990,000	\$22,815,000
9. TOTAL DIRECT COSTS	\$3,415,411	\$4,838,794	\$5,245,506	\$5,246,181	\$5,249,033	\$23,994,925
10. INDIRECT COST SCDE's approved rate of 2%						
<i>Subtotal Indirect Cost</i>	\$4,908	\$6,259	\$6,610	\$6,624	\$6,681	\$31,082
11. TRAINING STIPENDS						
<i>Subtotal Training Stipends</i>	\$0	\$0	\$0	\$0	\$0	\$0
12. TOTAL COSTS	\$3,420,319	\$4,845,053	\$5,252,116	\$5,252,805	\$5,255,714	\$24,026,007