

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs)**

**CFDA # 84.282A**

**PR/Award # U282A150032**

**Grants.gov Tracking#: GRANT11963587**

OMB No. 1894-006, Expiration Date: 11/30/2017

Closing Date: Jul 16, 2015

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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  |  |  |
|--|--|--|
| * 1. Type of Submission:<br><input type="checkbox"/> Preapplication<br><input checked="" type="checkbox"/> Application<br><input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application:<br><input checked="" type="checkbox"/> New<br><input type="checkbox"/> Continuation<br><input type="checkbox"/> Revision | * If Revision, select appropriate letter(s):<br><input type="text"/><br>* Other (Specify):<br><input type="text"/> |
| * 3. Date Received:<br><input type="text" value="07/16/2015"/>   | 4. Applicant Identifier:<br><input type="text"/>   |  |
| 5a. Federal Entity Identifier:<br><input type="text"/>   | 5b. Federal Award Identifier:<br><input type="text"/>  |  |
| <b>State Use Only:</b>   |  |  |
| 6. Date Received by State: <input type="text"/>  | 7. State Application Identifier: <input type="text"/>  |  |
| <b>8. APPLICANT INFORMATION:</b>   |  |  |
| * a. Legal Name: <input type="text" value="South Carolina Department of Education"/>   |  |  |
| * b. Employer/Taxpayer Identification Number (EIN/TIN):<br><input type="text" value="57-60000286"/>  | * c. Organizational DUNS:<br><input type="text" value="0693136090000"/>  |  |
| <b>d. Address:</b>   |  |  |
| * Street1:<br><input type="text" value="1429 Senate Street, Suite 1005"/>  | Street2:<br><input type="text"/>   |  |
| * City:<br><input type="text" value="Columbia"/>   | County/Parish:<br><input type="text"/>   |  |
| * State:<br><input type="text" value="SC: South Carolina"/>  | Province:<br><input type="text"/>  |  |
| * Country:<br><input type="text" value="USA: UNITED STATES"/>  | * Zip / Postal Code:<br><input type="text" value="29201-3730"/>  |  |
| <b>e. Organizational Unit:</b>   |  |  |
| Department Name:<br><input type="text" value="Office of School Transformation"/>   | Division Name:<br><input type="text" value="Innovation and Effectiveness"/>  |  |
| <b>f. Name and contact information of person to be contacted on matters involving this application:</b>  |  |  |
| Prefix:<br><input type="text" value="Mrs."/>   | * First Name:<br><input type="text" value="Donna"/>  | Middle Name:<br><input type="text"/>   |
| * Last Name:<br><input type="text" value="Manning"/>   | Suffix:<br><input type="text"/>  |  |
| Title:<br><input type="text" value="Team Lead for School Improvement &amp; Innovation"/>   |  |  |
| Organizational Affiliation:<br><input type="text"/>  |  |  |
| * Telephone Number:<br><input type="text" value="██████████"/>   | Fax Number:<br><input type="text"/>  |  |
| * Email:<br><input type="text" value="██████████"/>  |  |  |

**Application for Federal Assistance SF-424**

**\* 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:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-061515-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs) CFDA Number 84.282A

**13. Competition Identification Number:**

84-282A2015-3

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

South Carolina Charter Schools NExT: New and Existing Transforming through Quality, Innovation, and Sustainability

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

|                     |   |
|---------------------|---|
| * a. Federal        | <input type="text" value="6,071,075.00"/> |
| * b. Applicant      | <input type="text" value="0.00"/>         |
| * c. State          | <input type="text" value="0.00"/>         |
| * d. Local          | <input type="text" value="0.00"/>         |
| * e. Other          | <input type="text" value="0.00"/>         |
| * f. Program Income | <input type="text" value="0.00"/>         |
| * g. TOTAL          | <input type="text" value="6,071,075.00"/> |

**\* 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 in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**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:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

|   |   |
|---|---|
| <p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Molly Spearman</p>    | <p>TITLE</p> <p>State Superintendent of Education</p> |
| <p>APPLICANT ORGANIZATION</p> <p>South Carolina Department of Education</p> | <p>DATE SUBMITTED</p> <p>07/16/2015</p>               |

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

|  |  |  |
|--|--|--|
| <b>1. * Type of Federal Action:</b><br><input type="checkbox"/> a. contract<br><input checked="" type="checkbox"/> b. grant<br><input type="checkbox"/> c. cooperative agreement<br><input type="checkbox"/> d. loan<br><input type="checkbox"/> e. loan guarantee<br><input type="checkbox"/> f. loan insurance | <b>2. * Status of Federal Action:</b><br><input type="checkbox"/> a. bid/offer/application<br><input checked="" type="checkbox"/> b. initial award<br><input type="checkbox"/> c. post-award | <b>3. * Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br><input type="checkbox"/> b. material change |
|--|--|--|

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: South Carolina Department of Education

\* Street 1: 1429 Senate Street, Suite 1005      \* Street 2: \_\_\_\_\_

\* City: Columbia      \* State: SC: South Carolina      \* Zip: 29201

Congressional District, if known: SC-06

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

|  |  |
|--|--|
| <b>6. * Federal Department/Agency:</b><br>U.S. Department of Education | <b>7. * Federal Program Name/Description:</b><br>Charter Schools |
|  | CFDA Number, if applicable: 84.282                               |

|   |   |
|---|---|
| <b>8. Federal Action Number, if known:</b><br>_____ | <b>9. Award Amount, if known:</b><br>\$ _____ |
|---|---|

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name Not Applicable      Middle Name \_\_\_\_\_

\* Last Name Not Applicable      Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_      \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_      \* State \_\_\_\_\_      \* Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name Not Applicable      Middle Name \_\_\_\_\_

\* Last Name Not Applicable      Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_      \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_      \* State \_\_\_\_\_      \* Zip \_\_\_\_\_

**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 the 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.

\* Signature: Molly Spearman

\* Name: Prefix Mrs.      \* First Name Molly      Middle Name M.  
\* Last Name Spearman      Suffix \_\_\_\_\_

Title: State Superintendent of Education      Telephone No.: \_\_\_\_\_      Date: 07/16/2015

**Federal Use Only:** \_\_\_\_\_ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

PR/Award # U282A150032

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

SC GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

**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. Partners in *South Carolina Charter Schools NExT: New and Existing Transforming through Quality, Innovation, and Sustainability (SC CS NExT)* 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 in compliance with the American with Disabilities Act of 1990 (ADA). 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 SCDE Charter Program web site (<http://ed.sc.gov/agency/ie/school-transformation/charter-special-focus/>) will be maintained in accordance with SCDE guidelines and industry recommendations to ensure proper access.

The SCDE 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 ADA.

The SCDE recognizes that possible barriers may exist that would prevent teachers and other program beneficiaries from participating in grant activities. Two such barriers and the SCDE's steps to overcome them are listed below.

Barrier: Charter school staff may not be able to participate in provided technical assistance (TA) sessions due to costs associated with travel or obtaining a substitute.

Solution: The use of grant funds for travel and substitute costs would be an allowable cost for subgrantees.

Barrier: Authorizers and Charter Developers may be unable to attend TA sessions because of low staff numbers, daytime job responsibilities, and travel distance/time to the offered TA session.

Solution: The SCDE will record TA sessions and post all related resources and recordings on the charter webpage.

## 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 an 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 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 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.

|   |                           |                |
|---|---------------------------|----------------|
| <b>* APPLICANT'S ORGANIZATION</b><br>South Carolina Department of Education |                           |                |
| <b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>                |                           |                |
| Prefix: Mrs.  | * First Name: Molly       | Middle Name: M |
| * Last Name: Spearman   | Suffix:                   |                |
| * Title: State Superintendent of Education                                  |                           |                |
| <b>* SIGNATURE:</b> Molly Spearman  | <b>* DATE:</b> 07/16/2015 |                |

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

*South Carolina Charter Schools NExT: New and Existing, Transforming through  
Quality, Innovation, and Sustainability*  
SOUTH CAROLINA DEPARTMENT OF EDUCATION  
1429 Senate Street, Columbia, SC 29201  
Project Director: Kayla Audette, Charter Associate, [REDACTED] [REDACTED]

Since 2012, the number of charter schools in South Carolina has increased over 78 percent while student enrollment increased more than 105 percent. Shifting public and political perception of charter schools in South Carolina has contributed to this growth and will continue to improve in the future. *South Carolina Charter Schools NExT: New and Existing, Transforming through Quality, Innovation, and Sustainability* (SC CS NExT) proposes to incorporate improvement and innovation into new and existing systems by shifting focus from the number of applicants receiving charters to the quality of the charter's plan and capacity to operate and sustain a high-quality school.

The South Carolina Department of Education (SCDE) will broaden its support for charters and invigorate innovation efforts across the public school system. The SCDE plans to create even more high-quality charter schools by assessing and improving quality in new and existing charters; providing subgrants for planning and implementation; spreading innovation throughout the public school system; increasing awareness and use of charter schools; improving the standards and effectiveness of authorizers and charter boards; and evaluating the effects of charter schools on student achievement and growth to include the educationally disadvantaged, staff, and parents.

South Carolina requests a waiver of Section 5202(c)(1) to carry out a five-year (60-month) grant program offering the full range of services and, through collaboration with our partners, ensuring the viability, sustainability, and quality of our charter schools. To implement SC CS NExT we request \$30,437,602 over a five-year grant period.

## Project Narrative File(s)

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*South Carolina Charter Schools NExT: New and Existing, Transforming through  
Quality, Innovation, and Sustainability*  
SOUTH CAROLINA DEPARTMENT OF EDUCATION

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**Appendix A. Charter School Program Assurances**

**Appendix B. Resumes**

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## **Absolute Priority 1—Periodic Review and Evaluation**

South Carolina (SC) provides for periodic review and evaluation of charter schools annually as mandated by the SC Charter Schools Act of 1996 (Appendix E, page E1) which states that the sponsor (i.e., authorizer) “shall annually evaluate” the charter school to determine whether it is making adequate progress and should continue operation (i.e., “results must be used in making a determination for nonrenewal or revocation;” S.C. Code Ann. §§ 59-40-110(A)-(C)).

The Charter Schools Act also requires charter schools to report to its authorizer “at least annually.” To assist in this reporting process, the SCDE developed a template (Appendix E; page E26) in 2012 for charter schools to use for an annual report, which includes, “at a minimum:

- (1) the number of students enrolled in the charter school from year to year;*
- (2) the success of students in achieving the specific educational goals for which the charter school was established;*
- (3) an analysis of achievement gaps among major groupings of students in both proficiency and growth;*
- (4) the identity and certification status of the teaching staff;*
- (5) the financial performance and sustainability of the sponsor's charter schools; and*
- (6) board performance and stewardship including compliance with applicable laws.”*

Charter schools are held accountable to the same state and federal academic standards as are all other public schools in SC. The SCDE issues an annual report card for every public school (including charters) that indicates the school’s performance on state standardized assessments and the Elementary and Secondary Education Act (ESEA) Flexibility Waiver

accountability system (SC has an ESEA Flexibility Waiver from the US Department of Education). The SCDE posts the report cards to its website (<https://ed.sc.gov/data/report-cards/>); a charter school's report card can be accessed via the specific webpage for its authorizing district or within the "type" of school (elementary, middle, or high) webpage. School districts also receive a report card, including the statewide authorizer, the SC Public Charter School District (SCPCSD) (Note: A new charter school, opening in 2015, is authorized by SC's first institution of higher education (IHE) authorizer and plans are that this IHE will receive a report card.)

Authorizers use both the contract and the charter school's annual report as tools in monitoring the school's operation and performance. In accordance with the terms of the charter contract, the authorizer must monitor the performance and legal/fiscal compliance of the charter school, including the collection and analysis of data to support ongoing evaluation.

Subsequently, the authorizer must determine whether the charter school's contract merits renewal, nonrenewal, or revocation.

Authorizers use annual reviews to place schools on corrective action plans (which require a reasonable opportunity for the school to remedy the problem) or, if necessary, revoke the charter. In 2012, the legislature incorporated specific language into the Charter Schools Act (section 59-40-110(E)) to mandate automatic closure due to poor academic performance (i.e., for any charter that receiving the lowest performance level rating, as defined by the federal accountability system, for three consecutive years beginning with student achievement data from the 2013–14 school year. Automatic closure does not apply to any charter school serving 50 percent or more students with disabilities or any charter school designated as an Alternative Education Campus (AEC) by its authorizer per Section 59-40-111.

As the agent for the state’s charter schools and Charter School Program (CSP) subgrant program, the SCDE engages in a specific review process for charter schools as a condition of receiving a CSP subgrant (see selection criteria I; page 51). The SCDE employs three CSP Associates (project director, CSP P&I grant manager, team leader) to monitor all charter schools and provide and coordinate training required for all schools during the planning year. The project director and team leader are 100% state-funded FTEs. Further, the SCDE uses a series of benchmarks (presented below) that subgrantees must attain and demonstrate with evidence before they can access additional federal funding during their planning phase and further implementation phases.

| <b>Minimum Benchmarks for CSP Subgrantees and Deadlines for Deliverables</b>  |  |
|---|--|
| <b>Benchmark #1</b> — <i>Evidence the school is making progress towards opening on time:</i>  | <b>Deadline</b> —approximately four months from project start  |
| <ul style="list-style-type: none"> <li>➤ Implementation of marketing plan for diverse groups</li> <li>➤ Progress toward satisfying conditions placed on charter by authorizer (i.e., contingencies are being resolved)</li> <li>➤ Initiation of seeking and hiring educational staff</li> <li>➤ Office established to answer public inquiries</li> <li>➤ School policies in the process of being drafted and adopted</li> <li>➤ Verified contact with the Office of School Facilities and potential sites identified</li> <li>➤ Verification of application submitted to Internal Revenue Service (IRS) for non-profit status designation</li> <li>➤ Fidelity Bonding Insurance coverage in place</li> <li>➤ Compliance with fiscal and programmatic reporting requirements</li> <li>➤ Other evidence as may be required by the SCDE</li> </ul> |  |
| <b>Benchmark #2</b> — <i>Evidence the school will open as planned and agreed upon by applicant and authorizer:</i>  | <b>Deadline</b> —approximately six months from project start   |
| <ul style="list-style-type: none"> <li>➤ Facility secured with proof of occupancy by charter school</li> <li>➤ Planning committee members have completed Governance/Board training</li> <li>➤ Administrator under contract</li> <li>➤ Few staff openings remain and those hired meet state certification requirements</li> <li>➤ Enrollment nearly completed and, if necessary, lottery planned or completed</li> <li>➤ Grant funds at least half expended</li> <li>➤ Other evidence as may be required by the SCDE</li> </ul>  |  |
| <b>Benchmark #3</b> — <i>Evidence the school is ready to move from Planning Phase to Implementation Year 1:</i>   | <b>Deadline</b> —approximately eight months from project start |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>➤ Revised implementation detailed budget worksheet submitted for approval</li> <li>➤ School data sheet</li> <li>➤ List of negotiated services with the local district</li> <li>➤ Governing board documentation (i.e., board roster, terms, representation category)</li> <li>➤ Proof of Non-profit status from Internal Revenue Services</li> <li>➤ Annual report on the planning year</li> <li>➤ 85% of grant funds expended</li> <li>➤ Other evidence as may be required by the SCDE</li> </ul> |  |
| <b>Benchmark #4</b> — <i>Evidence the school is ready to move from Implementation Yr. 1 to Implementation Yr. 2:</i>   | <b>Deadline</b> —approximately 20 months from project start) |
| <ul style="list-style-type: none"> <li>➤ Copy of annual report submitted to local authorizer as per the charter contract</li> <li>➤ Revised and submitted detailed budget worksheet for approval</li> <li>➤ Updated school data sheet</li> <li>➤ Inventory of assets purchased with implementation funds</li> <li>➤ Updated governing board documentation</li> <li>➤ Programmatic report on the first year of implementation (grant-funded activities)</li> </ul>  |  |

The CSP Associates will visit the charter school at least once a year, conduct one phone interview, elicit formatted school reflections, collect annual reports on the charter school’s progress, and gather yearly data sheets on each subgrantee (see page 55). The CSP staff will use this data to assess each subgrantee’s challenges and successes and will communicate evaluation findings promptly to the schools so that they can address any deficiencies in a timely manner.

**Absolute Priority 2—Charter School Oversight**

A. The SC Charter Schools Act of 1996 ensures that every charter school in the state operates under a legally binding charter and performance contract that is executed between the authorizer, the authorized public charter agency for that school, and the school; this contract centers on improved student academic achievement. All authorizers must negotiate and execute a sound charter contract with each of their approved charter schools. This contract must reflect all provisions outlined in the charter school’s application as well as the roles, powers, responsibilities, and performance expectations for both the charter school and the authorizer, including all agreements regarding the release of the charter school from school district policies.

The contract also must include the proposed enrollment procedures and dates of the enrollment *South Carolina Charter Schools NExT: New and Existing Transforming through Quality, Innovation, and Sustainability*

period. As required by the Act, the SCDE developed a contract template (Appendix E page E35) in 2012 for authorizers and charter schools to use as the foundation for developing their specific contract. This template outlines that the charter school shall make reasonable progress towards meeting or exceeding the performance goals as described in its charter application. A revision of the terms of the contract may be made only with the approval of both the charter school and the authorizer.

Likewise, the Act requires every charter school in SC to have an annual, independent audit conducted by a qualified auditing or accounting firm. Charter schools must adhere to the same financial audits, audit procedures, and audit requirements that are applied to other public schools. Each charter school must submit a copy of their annual audit with their Charter School Annual Report to their authorizer.

**B.** Authorizers must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA, as the most important factor when determining to renew or revoke a school's charter. Under State Board of Education (SBE) Regulation (S.C. Regs. Ann. § 43-601), (Appendix E, page E56) charter schools must provide evidence of improved student academic achievement for all student groups.

An authorizer must revoke or not renew a school's charter if it determines that the school:

- failed to meet the academic performance standards and expectations as defined in the charter application or charter school contract, or both;
- committed a material violation of the conditions, standards, performance expectations, or procedures provided for in the charter application or charter school contract, or both;
- failed to maintain its books and records according to generally accepted accounting principles or failed to create an appropriate system of internal control, or both; or

- violated any provision of law from which the charter school was not specifically exempted.

### **Competitive Preference Priority 1—High-Quality Authorizing and Monitoring Processes**

A. In SC, charter schools are authorized by either their local geographic school district, an institution of higher education (IHE), or the statewide authorizer, the SCPCSD; these authorizers use annual review processes in compliance with the state’s Charter Schools Act and the SBE Regulation 43-601 to regularly evaluate how their charter schools make progress toward meeting or exceeding the performance goals that are set in that school’s charter application. SBE Regulation 43-601 requires a charter school to demonstrate that student academic achievement is improving and provide evidence of increased student academic achievement for all students described in Section 1111(b)(2)(C)(v) of the ESEA. The annual report that a charter school submits to its authorizer must include the information listed on page 1 of this narrative regarding academic performance objectives and expectations, along with:

- data from the State Report Card and the ESEA Waiver Accountability Report; and
- a narrative describing the school’s statewide assessment results, the plan to close gaps and maintain or improve results, and for each academic goal, a description of the goal, the measure or metric to be used, the target for the goal, the success of students in achieving the specific educational goals, and for goals not met, an explanation of why and what steps the school is taking to progress towards goal attainment.

Authorizers must use clear criteria when deciding to renew or revoke the charter of a school (see page 5 for the circumstances that require revocation or non-renewal of a charter).

A charter school shall report at least annually to its authorizer and the authorizer shall review and compile those reports into a single document (portfolio) that the authorizer must

submit to the SCDE. The charter school authorizer must notify the charter school of perceived problems if its performance or legal compliance appears to be unsatisfactory and provide reasonable opportunity for the school to remedy the problem, unless the problem warrants revocation and revocation timeframes then apply. The authorizer must also take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school's performance or legal compliance. These actions or sanctions may include requiring a school to develop and execute a corrective action plan within a specified timeframe. Authorizers must adhere to the automatic closure language found in Section 59-40-110(E) as previously described (page 2). The determination of closure is final.

**B.** To promote high quality charter school outcomes and oversight, authorizers are to adopt national industry standards of quality charter schools and authorize and implement practices that are consistent with those standards. To assist authorizers, the SCDE will partner with NASCA to develop Principles and Standards (see page 34). Authorizers compile portfolios of their charter schools' annual reports and submit these portfolios to the SCDE. The SCDE will post these portfolios to the charter program website (insert hyperlink); each charter school's report card also is accessible via the SCDE's web site for public access and review.

**C.-D.** The authorizer must review the charter school application to determine compliance with the application standards and must decide to either approve or deny the charter following the timeline outlined in the application packet and application process flowchart (Appendix E, page E62 and E101). The SCDE provides an application rubric (Appendix E, page E102) for evaluators to use as they review charter applications. As they review applications, authorizers consider whether a charter school developer has been successful in establishing and operating

one or more high-quality charter schools; the individual authorizer determines the process for this review.

Once a charter is granted, the authorizer may establish benchmarks during the planning period. If a benchmark is not met, the charter school is subject to a delay in opening until such criteria are met and/or possible revocation of the charter.

### **Competitive Preference Priority 2—One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process**

By law, SC has three types of charter school authorizers: (1) the SCPCSD Board of Trustees, that can authorize charters statewide; (2) the school board of the local school district in which the charter school will be geographically located; and (3) a public or independent institution of higher education that has registered with the SCDE to serve as a charter school authorizer. The authorizer is the charter school's local education agency (LEA) and the charter school operates as a public school within that LEA. Only LEAs can authorize charter schools in SC.

In 2008, the state legislature revised the law to expedite the charter application appeals process; the previous appeals process involved the State Board of Education (SBE) and the court system, significantly delaying the final decision about the charter application.

Presently, if an authorizer denies a charter school application, the charter applicant may appeal directly to the state's Administrative Law Court (ALC). At a hearing, the ALC determines whether to overturn the authorizer's decision and grant a charter for the proposed school or to uphold the authorizer's decision to deny the application. (See page E101 of Appendix E for a flowchart of the application and appeals process. The ALC's decision is final.

### **Competitive Preference Priority 3—SEAs that Have Never Received a CSP Grant**

Having previously received a CSP grant, the SCDE is ineligible for this priority.

*South Carolina Charter Schools NExT: New and Existing Transforming through Quality, Innovation, and Sustainability*

## Selection Criteria A. State-Level Strategy

**A.1.** The SCDE’s vision is that all students graduate prepared for success in college, careers, and citizenship, and we work to achieve this vision by providing leadership and support to all stakeholders. Knowing that the needs of each SC student and family are different, as a state education agency, the SCDE is committed to leading and supporting innovation, personalization, and flexibility so that our students and families—especially those most fragile or at risk—have the options and opportunities they need to move ahead and succeed.

On February 11, 2015, the SBE adopted the *Profile of the South Carolina Graduate* to focus the state’s overall strategy for improving student academic achievement and attainment on the goal that all students in our state graduate prepared for success in college, careers, and citizenship.

## Profile of the South Carolina Graduate



### World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

### World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

### Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Charter schools will play an important role in the state’s strategy for the *Profile* because the world class knowledge, skills, and life and career characteristics that business and

community members find are integral to success after high school may be missing in some traditional public schools.

Charter schools can generate the multiple and varied pathways students, families, and educators need to achieve the vision of the *Profile* to prepare their graduates for 21<sup>st</sup> century college, careers, and citizenship. This need for multiple and various pathways has made SC fertile ground for the establishment and evolution of charter schools (see page 28).

*South Carolina Charter Schools NExT: New and Existing, Transforming through Quality, Innovation, and Sustainability* (SC CS NExT) proposes to incorporate charter improvement and innovation into new and existing systems of school improvement and innovation at the SCDE, and thereby broaden the base of support for charters and invigorate innovation efforts across SC's public school system. As charter schools have grown and become more recognized across the state, the SCDE's goal for its charter school program has expanded to encompass both **creating even more** charter schools, and **assessing and supporting high quality** in new and existing charter schools, **using charters to spread innovation** throughout the public school system, and **sustaining that innovation**.

We will leverage data and successful charter models and practices to drive improvement in traditional public schools across the state, including the establishment of new forms of accountability. The Charter School Program can focus on these efforts because they operate within the same office, the Office of School Transformation (OST), that manages school improvement and innovation programming, including school improvement grants.

Project objectives (below) and the logic model (see page 40) include high school graduation rates postsecondary education enrollment rates (as appropriate) and closing achievement and attainment gaps.

*South Carolina Charter Schools NExT: New and Existing Transforming through Quality, Innovation, and Sustainability*

| <b>Objective 1: Continue to increase the number of high quality charter schools in SC</b>   |  |
|---|--|
| <b>Activities</b>   | <b>Outcome(s)</b>  |
| <ul style="list-style-type: none"> <li>Promote and administer an annual CSP subgrant competition.</li> <li>Provide technical assistance (TA) on charter application, planning and implementation, best practices, and annual reporting.</li> </ul>  | <ul style="list-style-type: none"> <li>An average of 8 new charters will be granted by authorizers each year.</li> <li>90% or more of surveyed TA participants will report satisfaction with the information provided.</li> </ul>  |
| <b>Objective 2: Improve the quality of charter schools in SC</b>  |  |
| <b>Activities</b>   | <b>Outcome(s)</b>  |
| <ul style="list-style-type: none"> <li>Monitor and report to the USED, charter schools, and the public on academic performance for charter schools.</li> <li>Identify charter schools for which the school report card is not an appropriate measure and develop an alternate accountability system.</li> </ul> | <p>Annually, of all charter schools in implementation for which the school report card is an appropriate measure:</p> <ul style="list-style-type: none"> <li>75% or more will obtain a “good” absolute rating OR a proficient ESEA Index score</li> <li>75% or more will demonstrate no significant achievement gaps in any category.</li> </ul> <p>In addition, annually of <u>secondary</u> charter schools:</p> <ul style="list-style-type: none"> <li>75% or more will report a graduation rate of 70% or higher</li> <li>75% or more will report a college/postsecondary enrollment rate of 90% or higher for graduating students.</li> </ul> <p>Annually, of all identified charter schools for which the state school report card is not an appropriate measure:</p> <ul style="list-style-type: none"> <li>75% or more will demonstrate a proficient or better rating using the SCDE alternate accountability system (to be developed by Year 2).</li> </ul> |
| <ul style="list-style-type: none"> <li>Monitor and report to the USED, charter schools, and the public on student and parent satisfaction with charter schools.</li> <li>Provide resources and professional learning to assist charter schools in improving student and parent satisfaction.</li> </ul>         | <p>Annually, of all charters in implementation:</p> <ul style="list-style-type: none"> <li>75% or more will demonstrate overall student satisfaction with the school through state survey results.</li> <li>75% or more will demonstrate overall parent satisfaction with the school through state survey results.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Monitor and report to the USED, charter schools, and the</li> </ul>  | <p>Annually, of all charter schools in implementation:</p>   |

|   |  |
|---|--|
| <p>public on teacher satisfaction and retention.</p> <ul style="list-style-type: none"> <li>• Provide resources and professional learning to assist charter schools in improving teacher satisfaction and retention.</li> </ul>   | <ul style="list-style-type: none"> <li>• 75% or more will demonstrate overall teacher satisfaction with the school through state survey results.</li> <li>• 75% or more will demonstrate a teacher retention rate of 80% or above.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Identify low-performing charter schools and provide support for improved school outcomes through existing SCDE school improvement programs in the OST.</li> </ul>  | <p>Annually, of all charter schools identified as low-performing (state priority, federal priority, and federal focus schools):</p> <ul style="list-style-type: none"> <li>• 90% or more will participate in SCDE improvement planning and implementation, including use of coach resources and additional funding.</li> <li>• 75% or more of participating schools will demonstrate improved academic outcomes at the end of their improvement cycles.</li> </ul> |
| <p><b>Objective 3: Increase public credibility, awareness, and use of charter school innovation across SC</b></p>   |  |
| <b>Activities</b>   | <b>Outcome(s)</b>  |
| <p>Include state accreditation support in annual reporting process.</p>   | <ul style="list-style-type: none"> <li>• 90% or more of the charter schools will participate in the State Charter School Accreditation program.</li> <li>• 90% or more of the participating schools will be deemed accredited by the SCDE.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Provide resources and professional learning opportunities to all charter schools around capacity development, sustainability, and innovation through existing SCDE school improvement and innovation programs in the OST.</li> <li>• Identify successful charter school innovations and highlight those innovations for all public schools in SC.</li> </ul> | <ul style="list-style-type: none"> <li>• 90% or more of charter school staff participating in SCDE innovation opportunities will report perception of greater capacity, sustainability, and/or innovation at their schools.</li> <li>• 100% of identified schools will share successes and innovation statewide through SCDE-sponsored conferences and/or SCDE publications.</li> </ul>  |
| <p><b>Objective 4: Improve the ability of authorizers and charter school boards to support and sustain their charter schools.</b></p>   |  |
| <b>Activities</b>   | <b>Outcome(s)</b>  |
| <ul style="list-style-type: none"> <li>• Develop rigorous standards for</li> </ul>  | <ul style="list-style-type: none"> <li>• 90% or more of participants in authorizer TA will report</li> </ul>   |

|  |  |
|--|--|
| <p>authorizers and charter school boards</p> <ul style="list-style-type: none"> <li>• Provide TA on these standards to authorizers and charter school boards.</li> </ul> | <p>improved ability to support and sustain their charter schools</p> <ul style="list-style-type: none"> <li>• 90% or more of participants in charter school board TA will report improved understanding of charter law and board structure and responsibilities</li> <li>• 75% or more of surveyed charter school leadership will indicate that their authorizers are fulfilling their roles and responsibilities to support the charter school</li> <li>• 75% or more of surveyed charter school leadership will indicate that their charter school board functions in a manner that supports the mission of the charter school.</li> </ul> |
|--|--|

SC is committed to improving charter schools. Beginning in 2015, charter schools identified as in need of improvement are brought into the SCDE cycle of school improvement, which includes support for planning and evaluation, additional funding, deployment of transformation coaches in the schools to help leadership with improvement implementation, and access to high quality professional learning and collaboration with the SCDE, schools, and educators across the state. The ESEA Waiver allows the SCDE to make additional funding available to assist charter schools identified as federal focus and priority schools; the agency has made a similar commitment to charter schools identified as state priority schools.

Also, at the request of many charter schools and the SCPCSD, the SCDE has introduced a more rigorous accreditation system through annual reporting in the OST that will support the creditability of charters as they work with the public and IHEs.

**A.2.** Since 2010, legislative support for increasing state funding for charter schools has increased, particularly for providing more equitable funding for charter schools authorized by the statewide authorizer, the SCPCSD. In 2010, charter schools authorized by the SCPCSD received slightly more than half of the funding that non-charter public schools received; today, that discrepancy has been significantly diminished.

| <b>South Carolina Public School Per Pupil Funding</b> |                                       |   |                    |
|---|---------------------------------------|---|--------------------|
|   | <b>Local district charter schools</b> | <b>SCPCSD charters schools</b>                        | <b>Non-charter</b> |
| 2010  | \$5,800 (average)                     | \$2,734   | \$4,153            |
| 2015  | \$5,800 (average)                     | \$5,720 (brick & mortar)<br>\$4,020 (virtual schools) | \$5,290            |

In 2015, SCPCSD authorized schools received as much, and sometimes more, funding than non-charter schools. Because the SCPCSD is a separate line item in the state’s budget, it must petition the legislature each year for funding. Charter schools authorized by local school districts receive funding determined by the state per pupil funding. (Note: the IHE authorized charter school had not opened when this data was collected but the SCDE anticipates that its funding will be similar to that of the SCPCSD brick & mortar charter schools.)

Funding for charter school facilities remains a challenge. Although schools authorized by the SCPCSD receive higher per pupil funding from the state, these schools must use a portion of that money to fund their facilities as no additional facility funding is received. By contrast, non-charter schools receive per pupil funding and additional funds for facilities, so they can use their per pupil funding exclusively for educational programming and support. Of the six charter schools that were scheduled to open for the 2014–15 school year, three (50%) did not open due to a lack of facilities.

As amended in 2012, the SC Charter Schools Act includes the creation of a facility revolving loan program (Section 59-40-175) for which the state treasurer will establish guidelines and procedures for application, approval, allocation, and repayment.

**A.3.i.** The inauguration of State Superintendent Molly Spearman in January 2015, signaled the SCDE’s renewed commitment to innovation. The agency has partnered with

TransformSC, an initiative of the South Carolina Council on Competitiveness and its members *South Carolina Charter Schools NExT: New and Existing Transforming through Quality, Innovation, and Sustainability*

(business leaders, educators, students, parents and policy makers) to transform the public education system. Through this partnership, the SCDE plans to fund an associate to travel the state identifying and supporting innovative practices and will collaborate on the state's next school transformation conference. The annual conference is a critical event for collaboration across schools and in March 2016, its focus will include charter schools. Innovation collaboration will include sharing data and promising instructional and other practices between charter schools and other public schools and providers of early learning and development programs or alternative education programs.

**A.3.ii.** The SCDE, through its OST, is committed to supporting SC's low-performing schools and districts and recognizes the opportunity and innovation available through the charter system, and the importance of a high-quality, innovative choice for families in areas of the state where that choice is not currently an option. New competitive priority points will be awarded to CSP Planning and Implementation subgrant applications that propose to establish charter schools which are physically located within the attendance zone of one of the state's lowest-performing schools and to serve the same grade levels (see page 56). Further, the SCDE is exploring ways in which charters can be used to turn around the state's lowest-performing schools and districts as part of the agency's overall school improvement strategy to establish charter schools that would serve as viable options for students who attend, or would otherwise attend, the state's lowest-performing schools. As part of the agency's overall school improvement strategy, the SCDE is exploring ways in which charters can be used to turn around the state lowest-performing schools and districts.

## Selection Criteria B. Policy Context for Charter Schools

**B.1.i.** The flexibilities afforded to charter schools under the SC Charter Schools Act have contributed to the 78 percent increase in the number of charter schools in the state since 2010. Under section 59-40-50(A), a charter school has both the freedom to innovate or modify the school's organization structure without undue restriction, and the right to abide by the laws or regulations it chooses:

*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.*

For example, public schools must have a School Improvement Council but charter schools can by-pass this requirement because their governing board functions as that council. Likewise, a charter school can gain exemptions from particular laws and regulations that do not jeopardize the health and safety of students; they pursue such exemptions either through their charter committee (in planning) or their annually elected governing board (during implementation).

Any public school has the flexibility, granted by the charter legislation, to convert to charter status. Traditional public schools can convert so long as 2/3 of the staff and 2/3 of the parents vote to support conversion. Once this requirement is met, their charter application proceeds, thereby granting them flexibility from regulations as stated in Section 59-40-50(A).

Section 59-40-40(4) establishes multiple authorizers, allowing charter developers flexibility in selecting an authorizer. Charter developers can apply to their local geographic school districts to operate as an autonomous school within that district, apply to the statewide

authorizer (the SCPCSD) that only works with charter schools, or apply to the IHE. All three authorizers have the independent authority to approve and terminate charters.

The charter contract outlines the roles, power, responsibilities, and performance expectations for both the charter school and its authorizer. Section 59-40-60(B) requires authorizers to include in the charter contract “all agreements regarding the release of the charter school from school district policies,” language that was added to prevent confusion when authorizer leadership changes and ensure new leaders can access the specific provisions from which the charter school is freed.

At any time during the 10-year contract term, and with the approval of both parties, a charter school could switch authorizers (per Section 59-40-115). Once all parties have agreed to a switch, the charter school serves the remainder of their ten-year charter term with the new authorizer and then goes through the renewal process with the new authorizer.

**B.1.ii.** A SC charter school is an autonomous entity that operates as a public school with a non-profit management structure; it is accountable to the board of trustees, or in the case of technical colleges, the area commission, of its authorizer. The charter has total control over their budgeting and expenditures.

In the planning phase, the charter committee, a group of individuals that have formed a non-profit to open and operate the charter school, makes all decisions as it drafts the charter application and then executes a charter contract with the authorizer. During this phase, the charter committee decides everything related to the employment of staff at the school. Once they receive their charter by an authorizer, the school opens and the charter committee disbands as an annually elected governing board takes over.

The charter school's annually elected governing board, under section 59-40-60, is responsible for ensuring compliance with all requirements for the charter school as provided by law; establishing employee contracts (teachers and staff), contracts for services, related performance criteria, and policies for the school; and deciding all other matters related to school operation, including budgeting, curriculum, and operating procedures. Charter schools may (1) at their discretion hire non-certified teachers in a ration of up to 25% of its entire teaching staff (10% if it is a converted charter school); (2) create and adjust their budgets as needed; and (3) select or modify their educational program to best meet the needs of their students.

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. 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.

The relationship between the charter school and its authorizer is one of performance oversight. The authorizer allows the charter school to operate in the manner stipulated within the charter contract and holds them accountable for the performance measures in that contract. The authorizer does not involve itself in the process, daily operations, or procedural components of charter school operation but does look at performance. While a charter school is responsible for delivering on the educational and fiscal goals presented in its charter application and charter contract, each charter school is granted leeway in how they will attain those goals.

**B.2.i.** Once a school is granted a charter, the SCDE provides them with specific technical assistance and direct guidance on charter school funding and financial management. In collaboration with the Public Charter School Alliance of SC, the SCDE conducts two financial management trainings each year; during these sessions, the SCDE's Chief Financial Officer presents information on school funding, including state and federal (formula) sources. All SC public charter schools are invited these training sessions, which include information on the CSP Planning and Implementation (P&I) subgrant program.

The SCDE has set procedures for announcing the annual CSP P&I funding opportunity that include the agency's grant opportunities website (<http://ed.sc.gov/SCDE-Grant-Opportunities/>), press releases from the Public Information Office, and postings to numerous listservs. The charter associates also announce this funding opportunity to potential applicants who are identified from having submitted a charter application to a potential authorizer.

**B.2.ii.** Equitable and timely funding is absolutely necessary for the continued growth and success of charter schools in SC. In addition to informing charter schools about funding and the CSP subgrants, during SC CS NExT, the SCDE will continue to provide funding guidelines that are updated annually, published online, and distributed to LEAs and charter schools. The SCDE charter office will use these guidelines to initiate annual discussions between the charter school and its authorizer to ensure that charter schools are considered in the authorizer's applications for federal formula education grants (such as Title I and IDEA). SC's Charter Schools Act makes charter schools part of the district that authorizes them, so these schools must be considered in any and all state funding and federal formula grant applications. As part of its federal formula grant application, the authorizing LEA must have charter school principals verify in writing that the authorizer consulted the charter school in preparing the application.

The authorizer must distribute all state and local funding 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. Authorizers must also distribute to the charter school federal funds that are allocated to the authorizer on the basis of the number of special characteristics of the students attending the charter school. The SCDE verifies these amounts prior to the first disbursement.

The proportionate share of state and federal resources generated by students or staff serving them must be directed to the authorizer. After receipt of federal or state categorical aid funds, authorizers shall, within ten business days, supply to the charter school the proportional share of each categorical fund for which the charter school qualifies. If the authorizer fails to do so, the SCDE may fine the authorizer an amount equivalent to the withheld amounts. Fines imposed must be remitted to the charter school from which the amounts were withheld.

**B.3.** To ensure that both charter schools and their authorizers comply with all applicable laws, including the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, and section 504 of the Rehabilitation Act of 1973, the SCDE will 1) develop a set of Principles and Standards (P&S) for Quality Charter School Authorizing (see page 34), 2) incorporate all into the charter application, and 3) incorporate the importance of compliance into technical assistance on the charter application (for charter developers) and charter school management (for charter governing boards and principals)

Under the SC Charter Schools Act, the authorizer is the charter school's LEA and a charter school is a school within that LEA. The authorizer retains responsibility to ensure that all

students enrolled in its charter schools are served in a manner consistent with all LEA obligations under applicable federal, state, and local law.

In their charter school applications, charter groups must clearly indicate that they understand requirements of the IDEA, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA) along with plans to comply (i.e., appropriately certified personnel, documentation, assessments, adaptations, and modifications) with these requirements. The applicant also submits signed assurances that include Title VI of the Civil Rights Act and the Equal Educational Opportunities Act.

Currently, authorizers are required to sign and submit annually a Statement of Assurances for Charter School Sponsors (Appendix E, page E150) to verify they are meeting their duties and obligations as a charter school authorizer. The SCDE recognizes that this requirement is minimal to ensure compliance; however, state statute does not give the SCDE authority to oversee authorizers or implement corrective actions if necessary.

### **Selection Criteria C. Past Performance**

**C.1.-2.** For purposes of its charter schools program, the SCDE certifies that it uses the definitions of *high-quality charter school* and *academically poor-performing charter school* as provided in the federal CSP notice of final priorities (*Federal Register*, June 15, 2015).

In evaluating the performance of charter schools in SC over the past five years, the SCDE used multiple data sources including state assessment results, ESEA accountability system scores, graduation rates, and composite data from EVAAS (education value-added assessment system). In addition, the SCDE reviewed charter schools to determine if any significant compliance issues occurred.

Collecting necessary data to accurately determine the number of each set of schools for each year proved to be especially difficult with changes in assessments administered each year and ESEA scores not being available for all five years. For future reporting purposes, the CSP will use the definition of high-quality charter schools as a guide in requesting data from schools, authorizers, and the SCDE’s Office of Research and Data Analysis.

The table below presents the number of *high-quality charter schools* and the number of *academically poor-performing charter schools* in the state for each of the past five school years. Note: assessment results and data for the 2014–15 school year are not yet available, including data for the eight new schools.

| <b>High-Quality and Academically Poor-Performing Charter Schools in South Carolina</b> |                                   |                                     |    |   |     |
|--|-----------------------------------|-------------------------------------|----|---|-----|
| <b>School Year</b>   | <b>Total # of Charter Schools</b> | <b>High-Quality Charter Schools</b> |    | <b>Academically Poor-Performing Charter Schools</b> |     |
| <b>2009–10</b>   | 37                                | 3                                   | 8% | 13  | 35% |
| <b>2010–11</b>   | 44                                | 3                                   | 7% | 15  | 34% |
| <b>2011–12</b>   | 47                                | 4                                   | 9% | 15  | 32% |
| <b>2012–13</b>   | 52                                | 3                                   | 6% | 14  | 27% |
| <b>2013–14</b>   | 58                                | 5                                   | 9% | 24  | 41% |

The data indicate a decrease in the percentage of charter schools in SC categorized as academically poor-performing from 2009–13 but an increase in the 2013–14 school year. This variance resulted from a change in methodology and reporting for the ESEA waiver accountability and affected all public schools.

The SCDE recognizes that the emphasis in the past was increasing the number of charter schools in operation around the state and attention was not paid to the quality of charter schools. The focus of the SCDE has shifted from quantity of charter schools to quality; the attention shift has occurred with new administration within the agency and the program staff. Evidence of such intentions is evident in the recently developed and adopted State Charter School Accreditation *South Carolina Charter Schools NExT: New and Existing Transforming through Quality, Innovation, and Sustainability*

Plan (Appendix E, page E149) and the proposed objectives of this grant proposal. Objective 2 states that the SCDE will improve the quality of charter schools in SC. The table above and the related data serve as a baseline for measuring the SCDE’s progress toward meeting that objective. Activities supporting Objective 2 will result in a decrease in the number of academically poor-performing charter schools and an increase in the number of high-quality charter schools.

**C.3.** The newly directed focus on increasing the quality of charter schools extends beyond how charter schools are performing independent of non-charter schools in the state and also takes into consideration the levels of academic achievement and attainment of charter school students in relation to the achievement and attainment of all students across SC. As evident in the table below, the overall high school graduation rate of charter school students increased from 2009 to 2013 but, like the high quality indicators referenced previously (and for the same reason), experienced a decrease in the 2013–14 school year. The graduation rate for charter school students remains well below that of all students in SC.

| <b>SC High School Graduation Rates</b> |                        |                           |
|--|------------------------|---------------------------|
| <b>School Year</b>                     | <b>Charter Schools</b> | <b>All Public Schools</b> |
| <b>2009–10</b>                         | 56.6                   | 72.0                      |
| <b>2010–11</b>                         | 58.6                   | 73.6                      |
| <b>2011–12</b>                         | 59.8                   | 74.9                      |
| <b>2012–13</b>                         | 63.3                   | 77.5                      |
| <b>2013–14</b>                         | 53.9                   | 80.0                      |

As part of the recently renewed ESEA waiver, charter schools in SC will begin receiving the same supports for improvement as other public schools across the state. In the past, financial and systematic support for identified poor-performing schools was not been available to charter schools even if they were identified as such and published on the respective lists.

With this additional support available to charter schools, the SCDE anticipates the same improved achievement, growth, and graduation rates as the non-charter public schools in the state have demonstrated from receiving such assistance.

#### **Selection Criteria D. Plan to Support Educationally Disadvantaged Students**

**D.1.** SC has incorporated strengthening the system of support for educationally disadvantaged students, students with disabilities (SWD), and English language learners (ELL) into its plan for implementing academic standards in all schools, including charter schools. The SCDE's Office of Standards and Learning works cross-divisionally with the Office of Special Education Services to deliver professional development on serving SWD and with the Office of Federal and State Accountability to deliver similar professional development models on serving educationally disadvantaged students and ELL. Further, professional development from these two offices is shepherded by the OST, which works specifically with low-performing schools and districts on improvement planning, resources, and evaluation. Schools identified as needing improvement often have high populations of students who are educationally disadvantaged so special attention is paid to the needs of these students.

In setting objectives for SC CS NExT, the OST examined at the extent to which its current CSP subgrantees help educationally disadvantaged students in meeting and exceeding state academic content, achieving standards, and closing achievement and attainment gaps.

**D.2.** The SCDE uses multiple strategies to ensure that SC's charter schools attract, recruit, admit, enroll, serve, and retain educationally disadvantaged students equitably and meaningfully. Initial steps are taken when charter developers complete an application for a charter and must include their plan to attract and recruit students to enroll in their school. The authorizing agency reviews the plan as part of the application and may deny granting a charter to

the applicant should the plan not adequately or appropriately outline the strategies and methods needed to equitably enroll educationally disadvantaged students.

Furthermore, section 59-40-111 of the SC Charter Schools Act allows a charter school to be designated as an Alternative Education Campus (AEC) if their mission explicitly states in its charter that the school will serve an enrolled student population with:

- (1) severe limitations that preclude appropriate administration of the assessments administered pursuant to federal and state requirements;
- (2) fifty percent or more of students having Individualized Education Programs (IEPs) in accordance with federal regulations; or
- (3) eighty-five percent or more of enrolled students meeting the definition of a "high-risk" student (this includes students who have been adjudicated as juvenile delinquents, have dropped out of school, have been expelled, are homeless, or have a history of a serious psychiatric or behavioral disorder, among others.

Charter schools with an AEC designation are held to applicable state and federal accountability standards along with the academic performance standards and expectations established by the charter contract between the authorizer and the school that takes into account the school's specialized mission and student population.

Another strategy that the SCDE employs to ensure that charter schools attract, recruit, admit, enroll, serve, and retain educationally disadvantaged students equitably and meaningfully is the inclusion of specific competitive priorities in the CSP subgrant competition for proposing to address closing targeted achievement gaps based on the needs of students projected to attend the charter school. Competitive priority points are also available for eligible applications that meet the two following criteria in proposing to serve at-risk, secondary students:

Report Card Ratings—applicant must be in a district that achieved an inadequate ESEA index score in the most recently available school year on the SC district report card.

Annual Measurable Objectives (AMO)—the majority (60 percent or more) of secondary schools in the district did not achieve AMO for the most recent two years reported.

Each strategies is designed to ensure that charter schools attract, recruit, admit, enroll, serve, and retain educationally disadvantaged students equitably and meaningfully, and also provide additional motivation for charter schools to address these needs in the communities in which they intend to be geographically located.

**D.3.** In section A.3.i (page 15) the SCDE described how innovation collaboration, including the state transformation conference, will include the sharing of data and promising instructional and other practices, between charter schools and other public schools or providers of early learning and development programs or alternative education programs. Innovations in all schools, including charter schools, focus on the improvement of the academic achievement of educationally disadvantaged students.

**D.4.** SC charter schools and their authorizers must be and remain in full compliance with IDEA and other federal and state laws related to educational equity, nondiscrimination, and access to public schools for educationally disadvantaged students in order 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. By signing the statement of assurances, the charter school applicant also indicates that they will 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. In addition to signing the statement of assurances when submitting an application to a proposed authorizer, charter schools are also to sign the statement of assurances (Appendix E, page E154) as part of their annual report submitted to the authorizer.

Authorizers sign and submit a Statement of Assurances for Charter School Sponsors annually with their portfolio of annual reports from charter schools they authorize, indicating that they are the LEA and retain responsibility for special education in their charter schools and will monitor each of their charter schools to ensure compliance with all federal and state laws.

### **Selection Criteria E. Vision for Growth and Accountability**

**E.1.** The SCDE collects data on charter school performance via the annual state-issued report card and the annual portfolio that authorizers submit to the agency as required by the Charter Schools Act. The SCDE publicly reports the data on charter schools and their authorizers via the report cards; these are published annually on the webpage: <http://www.ed.sc.gov/data/report-cards/>. Report cards include disaggregated assessment data indicating performance and achievement for students overall and by subgroups, attendance, and discipline, including suspensions for violent or criminal offenses. Report cards for charter high schools include their graduation rate and number of diplomas.

Annually, the charter authorizers compile a portfolio of all of their charter schools' annual reports. In a charter school's annual report to their authorizer, the school must include data on its academic achievement and performance, attainment, retention, and discipline. The authorizer uses the annual report in evaluating the charter school's performance and compliance with the terms of their charter contract (see page 1).

The authorizer then submits its portfolio of all of its charter schools’ annual information to the SCDE. The SCDE’s CSP uses these portfolios and the data submitted to analyze the progress of charter school and authorizers around the state.

During SC CS NExT, the SCDE’s CSP will develop and publish charter school profiles to give an overview of each charter school’s academic achievement, attainment, retention, and discipline. These profiles will

- make more quality information available to the public and particularly for parents, communities, and stakeholders
- enable the SCDE to use this information to develop targeted topics for TA sessions and design supports for both charter schools and authorizers
- help the SCDE and its evaluators assess progress toward achieving the project’s goals, objectives, and outcomes.

The SCDE will also publish the annual authorizer portfolios to the charter schools program webpage (<http://www.ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus/>) to enable public access.

**E.2.** SC’s plan for SC CS NExT builds on and supports the substantial growth of both charter schools (up 164%) and student enrollment in charter schools (up 549%) experienced over the past ten years. Enrollment more than tripled 2005–10 and more than doubled again 2010–15.

| <b>A Decade of Charter School Growth in South Carolina (2005–15)</b> |                      |                         |                                |                           |
|--|----------------------|-------------------------|--------------------------------|---------------------------|
| <b>Year</b>  | <b># New Schools</b> | <b># Closed Schools</b> | <b>Total # Charter Schools</b> | <b>Student Enrollment</b> |
| 2005–06  | 7                    | 2                       | 25                             | 4,142                     |
| 2006–07  | 5                    | 1                       | 29                             | 5,134                     |
| 2007–08  | 1                    | 1                       | 29                             | 5,488                     |
| 2008–09  | 7                    | 1                       | 35                             | 9,035                     |

|         |    |   |    |        |
|---------|----|---|----|--------|
| 2009–10 | 4  | 2 | 37 | 13,100 |
| 2010–11 | 8  | 1 | 44 | 16,313 |
| 2011–12 | 3  | 0 | 47 | 17,777 |
| 2012–13 | 8  | 3 | 52 | 19,954 |
| 2013–14 | 7  | 1 | 58 | 23,211 |
| 2014–15 | 10 | 2 | 66 | 26,888 |

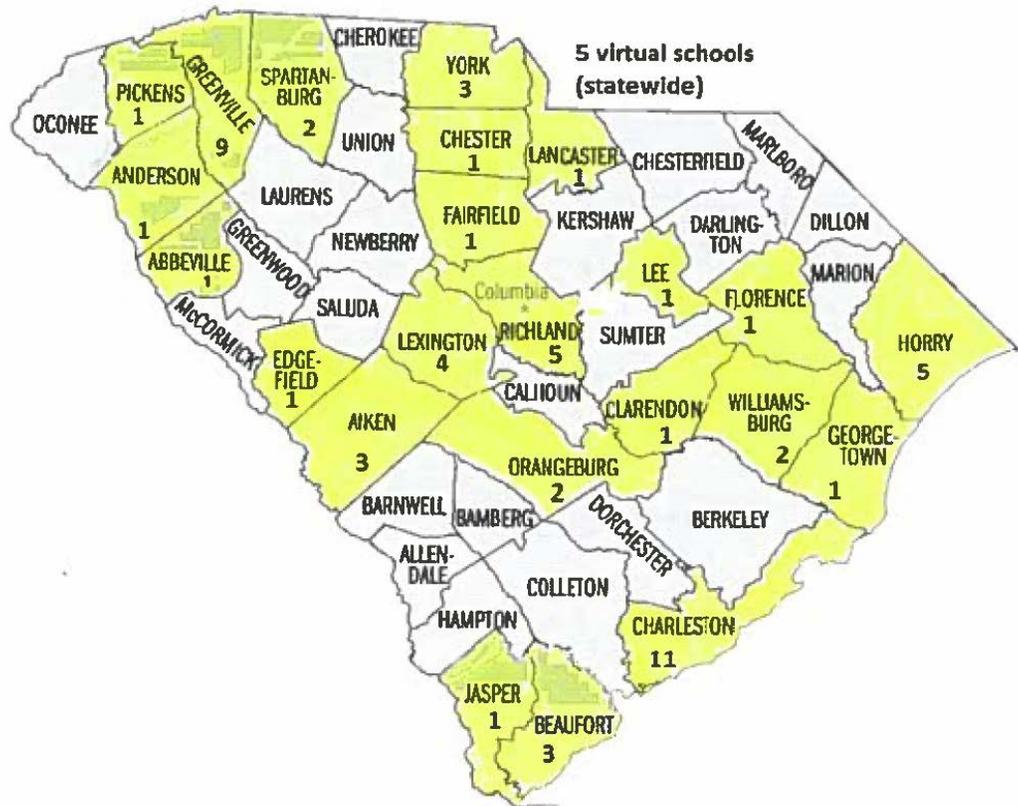
Many current activities that will continue in SC CS NExT have contributed to this continued creation of high-quality charter schools, including the work of the SCDE’s charter associates to ensure that charter developers start the school planning process with a clear understanding of what a high-quality charter school looks like. The SCDE designed a charter school application template (Appendix E, page E62); this document is edited and updated each year in collaboration with internal and external stakeholders to ensure that charter developers provide evidence of capacity and develop a charter school plan that will result in the opening of a high-quality charter school. In addition, technical assistance is provided to developers, both during pre-planning stages and once a charter is granted, to ensure continued success. These activities demonstrate the SCDE’s focus on supporting the planning and building capacity of charter developers as they plan, open, and maintain high-quality charter schools.

Currently, 66 charter schools are operating in SC and four new charter schools are scheduled to open in the 2015–16 school year. Projections are for an average of eight new charter schools annually during the proposed five-year SC CS NExT, leading to 114 new high-quality charter schools by the end of the project period (see table on page 30).

| Projected Number of New Charter Schools 2015–20 |         |         |         |         |         |       |
|---|---------|---------|---------|---------|---------|-------|
| Phase   | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | Total |
| Planning  | 8       | 8       | 8       | 8       | 8       | 40    |
| Implementation Year 1*                          | 4*      | 8       | 8       | 8       | 8       | 36    |
| Implementation Year 2*                          | 10*     | 4*      | 8       | 8       | 8       | 38    |
| TOTAL   | 22      | 20      | 24      | 24      | 24      | ***   |

\*2015-16 Implementation Year 1 & 2 totals and 2016-17 Implementation Year 2 total are based on the number of charter schools in operation or approved to open in August 2015.  
 \*\*\*The same schools will be in planning and implementation phases during the project.

While focused on launching new schools, the SCDE is equally determined that these new charter schools will be viable, sustainable, and focused on student achievement. To this end, SC CS NExT will renew emphasis on disseminating best practices and providing training and technical assistance throughout the project period to ensure high quality planning and capacity of charter applicants that lead to sustained viability and student achievement.



SC's 66 current charter schools include 5 virtual schools and 61 brick-and-mortar schools that geographically reside in 26 of the state's 82 school districts (see map indicating the number of charter schools in specific SC counties above and Appendix E (page E148) for a list by district).

Local school districts authorize 35 charter schools and the statewide authorizer, the SCPCSD, has granted charters to 31 schools, including five virtual charter schools.

Areas remain in the state where no local charter schools exist or are planned. The SCDE will promote the creation of charter schools in school districts that currently do not have any.

**E.3.** While the SCDE is committed to support opening and maintaining high-quality charter schools, the agency also supports ensuring closure of academically poor-performing charter schools. While the SCDE does not have the authority to close a school, there is strong state statute language in place to enable authorizers to close their charter schools that are not meeting performance measures. Section 59-40-55 states: "to promote the quality of charter school outcomes and oversight, the charter school sponsor [authorizer] shall adopt national industry standards of quality charter schools and shall authorize and implement practices consistent with those standards." The authorizer must monitor the performance of their charter school(s) in accordance with the terms of their contract, collect an annual report from each of their charter schools, and submit a portfolio of all of its authorized charter schools annually to the SCDE. The authorizer has the power to take appropriate corrective action and determine whether each charter contract merits renewal, nonrenewal, or revocation. When the authorizer finds deficiencies, they are to notify the school and allow a reasonable opportunity for the problem to be remediated unless the severity of the deficiency warrants revocation. Section 59-40-55(B)(11) requires the authorizer to "permanently close any charter school at the conclusion

of the school year after receiving three the lowest performance level rating as defined by the federal accountability system for three consecutive years.”

As outlined in state statute, the responsibility and authority to close a charter school lies solely with the authorizer. In an effort to ensure that authorizers are addressing the closure of academically poor-performing charter schools, the SCDE provides authorizer TA sessions which focus not only on this responsibility, but all others as listed in statute. Authorizers must annually sign a state of Assurances for Charter School Sponsors which also outlines the duties and powers afforded to authorizers. The SCDE and NACSA partnership to develop authorizer Principles and Standards and authorizer evaluation framework (see page 34) will further build authorizer capacity and ensure academically poor-performing charter schools are closing.

#### **Selection Criteria F. Dissemination of Information and Best Practices**

The SCDE’s OST, under which the charter program operates, will use several strategies to inform LEAs, charter schools, and charter school developers about promising practices of successful charter schools, including but not limited to:

- Listservs and shared resources (among SCPCSD, the SCDE, and the Public Charter School Alliance of SC) to identify potential charter applicants and developers and notify them of available training and technical assistance highlighting best practices that they may use to plan effective charter schools and submit high quality applications.
- Public announcements sharing information about exemplary charter schools and promising practices to be distributed through the SCDE’s Public Information Office. This office distributes such information via their network to every major newspaper, television station, radio news networks, and school district public information officer in the state.

- Partnerships developed with the state charter association, the Public Charter School Alliance of SC, and the SCPCSD allow for dissemination of this information through their contacts and postings to their webpages.
- The charter school’s web-page (<https://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus/>) that features information on charter research and resources on best practices.
- Statewide conferences sponsored by the SCDE and partner organizations.
- Technical assistance provided by phone, in person, and email to the public.
- Annual guidelines provided to charter schools and their authorizers on funding that contains highlights of best practices occurring in charter schools.
- Technical assistance sessions that include successful charter school leaders sharing best practices and lessons learned.

Annually, the SCDE distributes a survey to charter school leaders and authorizers seeking feedback pertaining to school climate, leadership, and best practices. This information is compiled to facilitate discussions and serve as guidance for planning future professional learning opportunities for charter schools and authorizers. In addition, the SCDE participated in the Beating the Odds Study conducted by the REL-Southeast and, upon its release, will publish the findings to the charter school’s webpage.

The SCDE partners with the Southeastern Comprehensive Center to provide technical assistance sessions, webinars, resources, and research surrounding best practices. One such instance was a lottery webinar to address statute requirements as well as the use of a lottery to ensure a racially and ethnically diverse student population. In addition, the SECC periodically offers technical assistance sessions and webinars on topics to include racial and ethnic diversity

and best practices for educationally disadvantaged students. The SCDE charter associates participate in the development and dissemination of these sessions.

The OST, under which the charter schools program operates, has established a position for an education associate whose main responsibility is to gather data surround best practices from around the state, analyze the collected information, and disseminate it to charter schools and authorizers.

The SCDE is not requesting the ability to set aside 10% of funds for dissemination grants.

### **Selection Criteria G. Oversight of Authorized Public Chartering Agencies**

While the SC Charter Schools Act does not give the SCDE authority to oversee charter school authorizers, the SCDE’s charter associates offer regular technical assistance and advice to authorizers. Through these interactions, the SCDE has identified needs for more detailed guidance for authorizers.

To provide more quality assistance to authorizers—and enable better monitoring (the “oversight” SC law allows), the SCDE will partner with the National Association of Charter School Authorizers (NACSA) to develop a set of Principles and Standards (P&S) for Quality Charter School Authorizing and an accompanying authorizer evaluation tool.

The P&S will improve the quality of charter school authorizing practices statewide by guiding formative development for authorizers at all stages and levels of experience. The SCDE and the NACSA will work directly with stakeholder groups within the state to develop these P&S through a series of working meetings. The SCDE will also collaborate with NACSA to orient stakeholders to best practices and solicit input from statewide stakeholders.

The P&S will provide practical guidance to help an authorizer’s staff and board members carry out their work as a standards-based profession instead of simply responding to a list of

tasks. For new or less-experienced authorizers, the P&S will offer an essential road map to guide planning and organizational development of strong practices, including the identification of areas where deeper guidance or additional assistance is needed. This resource will help experienced authorizers identify areas for improvement or refinement to achieve ever-stronger outcomes, as demonstrated by the quality of the schools they oversee.

In addition to promoting academic success, the P&S will promote additional responsibilities of authorizers which include safeguarding 1) the rights of all students to enjoy equal access to the schools of their choice, to receive appropriate services, and to be treated fairly; 2) the public interest in ensuring that publicly funded programs are accountable, transparent, well governed, efficient, and effectively administered; and 3) the autonomy of charter school operators, giving them the freedom to control core functions, which lies at the heart of the charter school concept.

Once the P&S are established, the SCDE and NACSA will develop and pilot a comprehensive framework, aligned with the P&S, for evaluating charter school authorizer practices. In addition to delivering focused assessments and clear, actionable guidance for SC's charter school authorizers, these evaluations will help the charter associates identify areas where authorizers need assistance.

The assessments resulting from the new evaluation framework will also add a level of accountability related to each of the following areas of authorizer responsibility and the P&S will provide a basis for quality and sustainability.

**G.1.** The SCDE provides an application evaluation rubric (Appendix E, page E102) to help authorizers assess charter school applications to determine the developer's capacity to create a high-quality charter school; this tool is based on the SCDE-developed charter application

template that includes the elements required for effective and high-quality charter schools.

Authorizers can use this rubric in seeking, reviewing and approving charter school applications.

The SCDE will provide authorizers with technical assistance to help them understand the requirements for high quality charter applications; already, the SCDE provides a series of targeted technical assistance to charter groups to help them develop their charter applications and them think through the educational needs of their identified student populations as they plan charter schools so that they write higher quality charter school applications.

**G.2.** Authorizers, in using the rubric to assess charter applications, make determinations about how well the educational program and curriculum for a proposed charter school will serve the student body the school will likely attract. The charter school application guidance and template direct the chartering group to clearly describe and justify selection of the proposed school's educational program, goals, objectives, pupil achievement standards, and curriculum (along with the research basis for the curriculum). The standards and curriculum must meet or exceed those of the authorizing district and the application must demonstrate that the educational program is designed to enable each student to achieve these standards.

The charter application must describe all core content areas plus supplemental or elective areas and the research basis to support any unique characteristics that are critical to the overall educational program (i.e., small school size, character education, and high expectations) to best serve students. A plan to address the needs of struggling learners (educationally disadvantaged) through a response to intervention (RTI) or child study process must be included. The application must indicate understanding of both the requirements to provide a free and appropriate public education (FAPE) for students with disabilities and compliance with requirements of applicable laws including the Individuals with Disabilities Education

Improvement Act (IDEA) of 2004, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA), including appropriately certified personnel, documentation, assessments, adaptations, and modifications.

**G.3** In issuing a charter, authorizers establish a charter contract with the charter school that outlines measurable performance goals and objectives that are developed from the goals and objectives proposed in the charter application. These performance standards should reflect: 1) the charter school's focus on increasing student academic achievement and attainment; 2) the charter school's plan to close or eliminate any achievement gaps; 3) the charter school's plan to enable educationally disadvantaged students to achieve higher results than other such students in the state; 4) the charter school's plan to meet or exceed criteria as outlined on a performance framework established by the authorizer; and 5) the charter school's plan to remain in compliance in areas of student safety, financial management, and equitable treatment of students.

The authorizer uses the goals and objectives stated in the contract to measure the progress of a charter school. The charter school is expected to make reasonable progress towards meeting or exceeding the performance goals as described in its charter contract.

**G.4.** As outlined in on page 1, authorizers must evaluate their charter schools using both the contract and the annual report which is submitted annually as means for evaluation. The results of such evaluations must be used in making a determination for nonrenewal or revocation. The authorizer must also take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance. These actions or sanctions may include requiring a school to develop and execute a corrective action plan within a specified timeframe.

**G.5** Charter schools must provide evidence of increased student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA. Authorizers must use increases in student academic achievement for all students described in ESEA as the most important factor when determining to renew or revoke a school’s charter. Authorizers and charters must enter a contractual agreement that student performance of all students described in ESEA is the most important factor when determining to renew or revoke a school’s charter.

**G.6** 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 (<https://ed.sc.gov/data/report-cards/>). These report cards include the charter schools’ performance on state standardized assessments. Authorizers are also required to compile the annual reports of its charter schools in a portfolio submitted to the SCDE and published on the webpage for public review.

**G.7** SC’s 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. Further detail outlining the flexibility afforded to charter schools in SC can be found in Selection Criteria B on page 16.

**G.8** The SCDE offers professional learning opportunities and technical assistance sessions to address shifting standards and state-wide accountability systems. These sessions are open to all school leaders, teachers, and instructional staff throughout the state to include charter schools and authorizers. Additionally, when committees are assembled to evaluate and develop

new state academic standards, charter school leaders and teachers are included in the pool from which committee members are drawn.

### **Selection Criteria H. Management Plan and Theory of Action**

**H. 1.** SC's previous CSP grant project focused on increasing public interest and understanding of charter schools and using funds to create more charter schools; both objectives have been attained. The SCDE charter school program and staffing is stable and has more capacity than in 2010; we propose to move charter schools in SC to the next level: more, better, and wider. The following logic model graphically represents SC CS NExT (page 40).

More: Our first priority is to add new charters and sustain the 66 established charter schools. In addition to more schools and more authorizers, we will generate more stakeholder involvement by establishing a state-wide advisory group to provide input on planning, implementation, and evaluation.

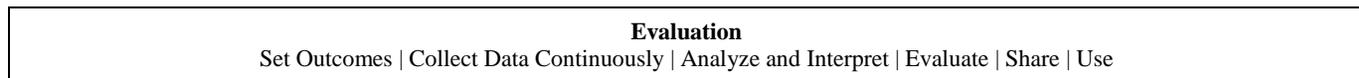
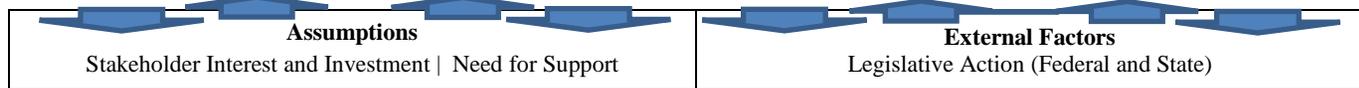
Better: Our second priority is to make SC's charters better by improving SCDE service, school achievement, authorizer performance and perceived capacity, and program sustainability.

Wider: Our third priority is to make certain charter school successes and innovation are shared statewide and used to drive improvement and innovation in the public school system.

As our logic model demonstrates, stakeholder participation and rigorous, continuous evaluation are critical to our movement from inputs to SCDE outputs to outcomes at all levels. The SCDE's annual, short-term outcomes (see pages 11-13) support its theory of action and logic model in all three areas of high quality, innovation, and sustainability.

H.2.

| Resources  | Outputs  | Outcomes   |   |   |
|--|--|--|---|---|
|  |  | Short-Term (annual)  | Medium-Term   | Long-Term   |
| <p><b>Existing</b></p> <ul style="list-style-type: none"> <li>3 FT Charter Associates</li> <li>New, supportive SCDE leadership</li> <li>Clear statewide vision in the <i>Profile of the SC Graduate</i></li> <li>CSP administration funds</li> <li>Inclusion in Office of School Transformation Improvement and Innovation staff and programming</li> <li>Strong stakeholder partnerships with SCPCSD and SC Charter Alliance</li> </ul> <p><b>To Develop</b></p> <p>SC Charter Advisory Group</p> | <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>CSP grant competition, technical assistance, and support</li> <li>Data- and stakeholder-informed monitoring and support</li> <li>Development of an alternative accountability system for identified charter schools</li> <li>Resources and professional learning on improving stakeholder satisfaction, capacity development, innovation, and sustainability</li> <li>Effective support for low-performing charter schools</li> <li>Highlighting and sharing of charter school innovations</li> <li>Development of charter school authorizers and boards</li> </ul> <p><b>Participants</b> are charter school developer groups, authorizers, charter school boards, school staff, leadership, students, parents, and the public.</p> | <p>Annually focus on and measure</p> <ul style="list-style-type: none"> <li>Average of eight new charters per year</li> <li>Increasing academic performance</li> <li>Closing achievement gaps</li> <li>Increasing internal and external satisfaction</li> <li>Increasing teacher retention</li> <li>Successful participation in SCDE improvement planning and implementation</li> <li>Participation in charter school accreditation</li> <li>Participation in SCDE SCDE innovation opportunities</li> <li>Improved understanding of authorizer and charter school board</li> </ul> | <p>By year three...</p> <p>South Carolina will have 24 new public charter schools.</p> <p>50% of South Carolina charter schools in implementation will demonstrate high quality related to academic performance and closed achievement gaps.</p> <p>50% of South Carolina charter schools in implementation will demonstrate high quality related to student, parent, and teacher satisfaction.</p> <p>50% of charter schools will be SCDE-accredited and share successes and innovation at the state level.</p> <p>50% of charter school leadership will indicate that their authorizers and charter boards are effective.</p> | <p>By year five...</p> <p>South Carolina will have 40 new public charter schools.</p> <p>75% or more of South Carolina charter schools in implementation will demonstrate high quality related to academic performance and closed achievement gaps.</p> <p>75% or more of South Carolina charter schools in implementation will demonstrate high quality related to student, parent, and teacher satisfaction.</p> <p>100% of identified and/or participating charter schools will be SCDE-accredited and share successes and innovation at the state level.</p> <p>75% or more of charter school leadership will indicate that their authorizers and charter boards are effective.</p> |



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**H.3.i.** Short-term outcomes will be assessed annually and used to adjust our long-term targets. Our purpose is to achieve the objectives of the proposed project on time and within budget.

Timeline of Activities

| <b>Key:</b> Project Director–PD; Team Leader–TL; P&I Grant Manager–GM; Administrative Assistant–AA;<br>Partner offices including the SCDE Offices of Finance, Facilities, Special Education Services, and Standards and Learning–partner offices;<br>SCDE Office of State and Federal Accountability–OSFA; SCDE Office of Auditing Services–AS; SCDE Office of Grants Accounting–GA;<br>SCDE Grants Program–GP; SCDE Office of School Transformation–OST |  |  |
|--|--|--|
| <b>Yr</b>  | <b>Activity</b>  | <b>Responsibility</b>  |
| <b>Yr 1</b>  |  |  |
| Oct 2015   | <ul style="list-style-type: none"> <li>- New charters TA (2015 application): next steps, funding and grant opportunities</li> <li>- Meet w/NACSA: authorizer Principles &amp; Standards (P&amp;S) and eval. framework</li> <li>- TA for peer reviewers &amp; reviewers score CSP P&amp;I subgrant applications</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- Establish Charter Advisory Group</li> </ul>   | <ul style="list-style-type: none"> <li>- PD, TL, GM, AA, partners, partner offices</li> <li>- PD, TL, NACSA</li> <li>- GM, peer reviewers</li> <li>- GM</li> <li>- PD, GM, TL, AA</li> </ul> |
| Nov 2015   | <ul style="list-style-type: none"> <li>- Letters of Intent to apply–2016 Charter Application due from charter developers</li> <li>- School leader TA on annual report requirements and new accreditation process</li> <li>- Identify low performing schools using state-issued report cards</li> <li>- Send Grant Award Notifications to CSP P&amp;I subgrantees; Ongoing monitoring of current subgrantees</li> <li>- Post-award TA for subgrantees: fund use, budget and planning year benchmarks</li> </ul> | <ul style="list-style-type: none"> <li>- Charter developers, PD, authorizers</li> <li>- PD, TL, AA, partners</li> <li>- OST, OSFA</li> <li>- GM</li> <li>- GM, TL, AA, GP, AS, GA</li> </ul> |
| Dec 2015   | <ul style="list-style-type: none"> <li>- CSP P&amp;I funds available to subgrantees</li> <li>- Charter developers (sent LOI for 2016) TA: Q&amp;A follow-up on Sep. 15 TA</li> <li>- Analyze parent/student/teacher survey results on state-issued report cards</li> <li>- Charter schools submit Annual Reports to respective authorizers</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- NACSA P&amp;S development meeting</li> </ul>  | <ul style="list-style-type: none"> <li>- GM, GA</li> <li>- PD, TL, AA, partners</li> <li>- PD, TL</li> <li>- Authorizers</li> <li>- GM</li> <li>- NACSA, PM, TL</li> </ul>                   |
| Jan 2016   | <ul style="list-style-type: none"> <li>- Charter developers (2016) TA: Q&amp;A follow up, lottery processes &amp; best practices</li> <li>- Authorizers submit portfolios of charter school annual reports to SCDE</li> <li>- TA for authorizers: evaluate 2016 applications, rubric use, and responsibilities</li> <li>- Update and finalize CSP P&amp;I RFP (2016–17)</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>  | <ul style="list-style-type: none"> <li>- PD, TL, AA, partners</li> <li>- PD, AA</li> <li>- PD, TL, AA, partners</li> <li>- GM, GP</li> <li>- GM</li> </ul>                                   |

|             |  |   |
|-------------|--|---|
| Feb<br>2016 | <ul style="list-style-type: none"> <li>- 2016 Charter School Applications due to authorizers; copy to SCDE</li> <li>- Review of annual reports</li> <li>- SC School Board Association Conference–present to authorizers on charter application processes, application evaluation, authorizer roles and responsibilities</li> <li>- Call for CSP P&amp;I RFP Peer Reviewers; ongoing monitoring of P&amp;I subgrantees</li> <li>- NACSA P&amp;S development meeting</li> <li>- Charter Advisory Group Meeting</li> </ul>  | <ul style="list-style-type: none"> <li>- Authorizers, PD</li> <li>- PD, TL</li> <li>- PD, GM, TL, AA, partners</li> <li>- GM</li> <li>- NACSA, PM, TL</li> <li>- PD, GM, TL, AA</li> </ul>                              |
| Mar<br>2016 | <ul style="list-style-type: none"> <li>- Annual Reports reviewed by SCDE</li> <li>- Invite charter stakeholders to attend TransformSC conference</li> <li>- TransformSC conference–present charter school innovations and best practices</li> <li>- Announce CSP P&amp;I subgrant RFP via SCDE webpage</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>   | <ul style="list-style-type: none"> <li>- PD, TL</li> <li>- PD</li> <li>- PD, TL, AA, partners</li> <li>- GM, GP</li> <li>- GM</li> </ul>  |
| Apr<br>2016 | <ul style="list-style-type: none"> <li>- Annual Reports reviewed by SCDE</li> <li>- TA for perspective CSP P&amp;I subgrantees on the RFP</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- NACSA P&amp;S development meeting</li> </ul>   | <ul style="list-style-type: none"> <li>- PD, TL</li> <li>- GM, TL, AA, GP, partners</li> <li>- GM</li> <li>- NACSA, PM, TL</li> </ul>   |
| May<br>2016 | <ul style="list-style-type: none"> <li>- Publish charter school accreditation statuses &amp; annual reports on SCDE webpage</li> <li>- New charters TA (2016 application): next steps, funding &amp; subgrant opportunity</li> <li>- Select and train CSP P&amp;I subgrant application peer reviewers</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>  | <ul style="list-style-type: none"> <li>- PD</li> <li>- PD, TL, GM, AA, partners, SCDE partners</li> <li>- GM, TL, GP, partners</li> <li>- GM</li> </ul>   |
| Jun<br>2016 | <ul style="list-style-type: none"> <li>- SC Association of School Administrators conf.–present to authorizers on charter application processes, application evaluation, authorizer roles and responsibilities</li> <li>- CSP P&amp;I subgrant applications due</li> <li>- CSP P&amp;I subgrant application peer reviewers review applications</li> <li>- Complete and submit APR to the USED; complete closeout reports for implementation year 2 charter schools; final monitoring of current subgrantees</li> <li>- NACSA P&amp;S development meeting</li> <li>- Charter Advisory Group Meeting</li> </ul> | <ul style="list-style-type: none"> <li>- PD, GM, TL, AA, partners</li> <li>- GM, AA</li> <li>- GM, peer reviewers</li> <li>- PM, TL, GM, AA</li> <li>- GM</li> <li>- NACSA, PM, TL</li> <li>- PD, GM, TL, AA</li> </ul> |
| Jul<br>2016 | <ul style="list-style-type: none"> <li>- Post charter school profiles to SCDE web page (best practices &amp; innovation)</li> <li>- CSP P&amp;I subgrant application peer reviewers submit scores</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- University of SC (USC) collect school &amp; SCDE data for program evaluation Y1 (Y1 report due Sep 1)</li> </ul>   | <ul style="list-style-type: none"> <li>- PD</li> <li>- GM, AA, peer reviewers</li> <li>- GM</li> <li>- USC, PM, TL, GM</li> </ul>   |
| Aug<br>2016 | <ul style="list-style-type: none"> <li>- Send Grant Awards Notification to CSP P&amp;I subgrantees; ongoing monitoring</li> <li>- Post-Award TA for subgrantees: fund use, budget, &amp; planning year benchmarks</li> <li>- Post new 2017 Charter School Application and Eval. Rubric to SCDE webpage</li> </ul>  | <ul style="list-style-type: none"> <li>- GM</li> <li>- GM, TL, AA, GP, Finance &amp; AS</li> <li>- PD</li> </ul>  |

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|                  |   |  |
|------------------|---|--|
|                  | - NACSA P&S development meeting   | - NACSA, PM, TL  |
| Sep 2016         | - TA for charter developers: 2017 Charter School Application<br>- CSP P&I funds available to subgrantees<br>- Ongoing monitoring of current CSP P&I subgrantees<br>- USC CSP Grant Evaluation Y1 Report due to the SCDE   | - PD, TL, AA, partners, SCDE partners<br>- GM, GA<br>- GM<br>- USC   |
| Yr 2<br>Oct 2016 | - Ongoing monitoring of current CSP P&I subgrantees<br>- Distribute annual charter leadership surveys charter leaders and board members<br>- NACSA P&S development meeting<br>- Charter Advisory Group Meeting  | - GM<br>- PM<br>- NACSA, PM, TL<br>- PD, GM, TL, AA  |
| Nov 2016         | - Annual charter leadership surveys due to the SCDE<br>- TA for school leaders: annual report requirements and new accreditation process<br>- Identify low performing schools using state issued report cards<br>- Ongoing monitoring of current CSP P&I subgrantees  | - PM, AA<br>- PD, TL, AA, partners<br>- OST, OSFA<br>- GM  |
| Dec 2016         | - Analyze annual leadership survey results(will use results for charter profiles)<br>- Charter developer (sent LOI for 2017) TA: Q&A follow up on Sep.16 TA<br>- Analyze parent/student/teacher survey results in state-issued report cards<br>- Charter schools submit Annual Reports to respective authorizers<br>- Ongoing monitoring of current CSP P&I subgrantees<br>- NACSA P&S development meeting                  | - PM, TL<br>- PD, TL, AA, partners<br>- PD, TL<br>- Authorizers<br>- GM<br>- NACSA, PM, TL                     |
| Jan 2017         | - Charter developer TA: Q&A follow up—lottery processes and best practices<br>- Authorizers submit portfolios of Annual Reports to SCDE<br>- Authorizer TA: evaluate 2017 applications, rubric use, and responsibilities<br>- Update and finalize CSP P&I RFP (2017–18)<br>- Ongoing monitoring of current CSP P&I subgrantees  | - PD, TL, AA, partners<br>- PD, AA<br>- PD, TL, AA, partners<br>- GM, GP<br>- GM                               |
| Feb 2017         | - 2017 Charter School Applications due to authorizers; copy to SCDE<br>- Review of annual reports<br>- SC School Board Association Conference—present to authorizers on charter application processes, application evaluation, authorizer roles and responsibilities<br>- Call for CSP P&I RFP Peer Reviewers; ongoing monitoring of P&I subgrantees<br>- NACSA P&S development meeting<br>- Charter Advisory Group Meeting | - Authorizers, PD<br>- PD, TL<br>- PD, GM, TL, AA, partners<br><br>- GM<br>- NACSA, PM, TL<br>- PD, GM, TL, AA |
| Mar 2017         | - Annual Reports reviewed by SCDE<br>- Invite charter stakeholders to attend TransformSC conference<br>- TransformSC conference—present charter school innovations and best practices<br>- Announce CSP P&I subgrant RFP via SCDE webpage<br>- Ongoing monitoring of current CSP P&I subgrantees  | - PD, TL<br>- PD, TL, AA, partners<br>- PD<br>- GM, GP<br>- GM   |

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|                            |  |   |
|----------------------------|--|---|
| Apr<br>2017                | <ul style="list-style-type: none"> <li>- Annual Reports reviewed by SCDE</li> <li>- TA for perspective CSP P&amp;I subgrantees on the RFP</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- NACSA P&amp;S development meeting</li> </ul>   | <ul style="list-style-type: none"> <li>- PD, TL</li> <li>- GM, TL, AA, GP, partners</li> <li>- GM</li> <li>- NACSA, PM, TL</li> </ul>   |
| May<br>2017                | <ul style="list-style-type: none"> <li>- Publish charter school accreditation statuses &amp; annual reports on SCDE webpage</li> <li>- New charters TA (2017 application): next steps, funding &amp; subgrant opportunity</li> <li>- Select and train CSP P&amp;I subgrant application peer reviewers</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>  | <ul style="list-style-type: none"> <li>- PD</li> <li>- PD, TL, GM, AA, partners, SCDE partners</li> <li>- GM, TL, GP, partners</li> <li>- GM</li> </ul>   |
| Jun<br>2017                | <ul style="list-style-type: none"> <li>- SC Association of School Administrators conf.–present to authorizers on charter application processes, application evaluation, authorizer roles and responsibilities</li> <li>- CSP P&amp;I subgrant applications due</li> <li>- CSP P&amp;I subgrant application peer reviewers review applications</li> <li>- Complete and submit APR to the USED; complete closeout reports for implementation year 2 charter schools; final monitoring of current subgrantees</li> <li>- NACSA P&amp;S development meeting</li> <li>- Charter Advisory Group Meeting</li> </ul> | <ul style="list-style-type: none"> <li>- PD, GM, TL, AA, partners</li> <li>- GM, AA</li> <li>- GM, peer reviewers</li> <li>- PM, TL, GM, AA</li> <li>- GM</li> <li>- NACSA, PM, TL</li> <li>- PD, GM, TL, AA</li> </ul> |
| Jul<br>2017                | <ul style="list-style-type: none"> <li>- Post charter school profiles to SCDE web page (best practices &amp; innovation)</li> <li>- CSP P&amp;I subgrant application peer reviewers submit scores</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- USC collect school &amp; SCDE data for program evaluation Y2 (report due Sep 1)</li> </ul>   | <ul style="list-style-type: none"> <li>- PD</li> <li>- GM, AA, peer reviewers</li> <li>- GM</li> <li>- USC, PM, TL, GM</li> </ul>   |
| Aug<br>2017                | <ul style="list-style-type: none"> <li>- Send Grant Awards Notification to CSP P&amp;I subgrantees; ongoing monitoring</li> <li>- Post-Award TA for subgrantees: fund use, budget, &amp; planning year benchmarks</li> <li>- Post new 2018 Charter School Application and Eval. Rubric to SCDE webpage</li> <li>- NACSA P&amp;S development meeting</li> </ul>   | <ul style="list-style-type: none"> <li>- GM</li> <li>- GM, TL, AA, GP, Finance &amp; AS</li> <li>- PD</li> <li>- NACSA, PM, TL</li> </ul>   |
| Sept<br>2017               | <ul style="list-style-type: none"> <li>- TA for charter developers: 2018 Charter School Application</li> <li>- CSP P&amp;I funds available to subgrantees</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- USC CSP Grant Evaluation Y2 Report due to the SCDE</li> </ul>  | <ul style="list-style-type: none"> <li>- PD, TL, AA, partners, SCDE partners</li> <li>- GM, GA</li> <li>- GM</li> <li>- USC</li> </ul>  |
| <b>Yr 3</b><br>Oct<br>2017 | <ul style="list-style-type: none"> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- Distribute annual charter leadership surveys charter leaders and board members</li> <li>- NACSA project: submit authorizer P&amp;S to SCDE for approval and initiate authorizer evaluation tool development</li> <li>- Charter Advisory Group Meeting</li> </ul>   | <ul style="list-style-type: none"> <li>- GM</li> <li>- PM</li> <li>- NACSA, PM, TL</li> <li>- PD, GM, TL, AA</li> </ul>   |
| Nov<br>2017                | <ul style="list-style-type: none"> <li>- Annual charter leadership surveys due to the SCDE</li> <li>- TA for school leaders: annual report requirements and new accreditation process</li> <li>- Identify low performing schools using state issued report cards</li> </ul>  | <ul style="list-style-type: none"> <li>- PM, AA</li> <li>- PD, TL, AA, partners</li> <li>- OST, OSFA</li> </ul>   |

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|          |  |  |
|----------|--|--|
|          | - Ongoing monitoring of current CSP P&I subgrantees  | - GM   |
| Dec 2017 | - Analyze annual leadership survey results(will use results for charter profiles)<br>- Charter developer (sent LOI for 2018) TA: Q&A follow up on Sep17 TA<br>- Analyze parent/student/teacher survey results in state-issued report cards<br>- Charter schools submit Annual Reports to respective authorizers<br>- Ongoing monitoring of current CSP P&I subgrantees<br>- NACSA Authorizer Evaluation Tool development meeting                     | - PM, TL<br>- PD, TL, AA, partners<br>- PD, TL<br>- Authorizers<br>- GM<br>- NACSA, PM, TL                     |
| Jan 2018 | - Charter developer TA: Q&A follow up—lottery processes & best practices<br>- Authorizers submit portfolios of Annual Reports to SCDE<br>- Authorizer TA: evaluate 2018 applications, rubric use, and responsibilities<br>- Update and finalize CSP P&I RFP (2018–19)<br>- Ongoing monitoring of current CSP P&I subgrantees   | - PD, TL, AA, partners<br>- PD, AA<br>- PD, TL, AA, partners<br>- GM, GP<br>- GM                               |
| Feb 2018 | - 2018 Charter School Applications due to authorizers; copy to SCDE<br>- Annual Reports reviewed by SCDE<br>- SC School Board Association Conference—present to authorizers on charter application processes & evaluation, authorizer roles and new Authorizer P&S<br>- Call for CSP P&I application peer reviewers; ongoing monitoring of subgrantees<br>- NACSA Authorizer Evaluation Tool development meeting<br>- Charter Advisory Group Meeting | - Authorizers, PD<br>- PD, TL<br>- PD, GM, TL, AA, partners<br><br>- GM<br>- NACSA, PM, TL<br>- PD, GM, TL, AA |
| Mar 2018 | - Annual Reports reviewed by SCDE<br>- Invite charter stakeholders to attend TransformSC conference<br>- TransformSC conference—present charter school innovations and best practices<br>- Announce CSP P&I subgrant RFP via SCDE webpage<br>- Ongoing monitoring of current CSP P&I subgrantees<br>- Public Charter School Alliance of SC Conference—present new authorizer P&S   | - PD, TL<br>- PD, TL, AA, partners<br>- PD<br>- GM, GP<br>- GM<br>- PM; TL                                     |
| Apr 2018 | - Annual Reports reviewed by SCDE<br>- TA for perspective CSP P&I subgrantees on the RFP<br>- Ongoing monitoring of current CSP P&I subgrantees<br>- NACSA authorizer evaluation tool development meeting  | - PD, TL<br>- GM, TL, AA, GP, partners<br>- GM<br>- NACSA, PM, TL  |
| May 2018 | - Publish charter school accreditation statuses & annual reports on SCDE webpage<br>- New charters TA (2017 application): next steps, funding & subgrant opportunity<br>- Select and train CSP P&I subgrant application peer reviewers<br>- Ongoing monitoring of current CSP P&I subgrantees  | - PD<br>- PD, TL, GM, AA, partners, SCDE partners<br>- GM, TL, GP, partners<br>- GM                            |
| Jun 2018 | - SC Association of School Administrators conf.—present to authorizers on charter application processes, application evaluation, and new authorizer P&S<br>- CSP P&I subgrant applications due   | - PD, GM, TL, AA, partners<br>- GM, AA<br>- GM, peer reviewers   |

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|                  | <ul style="list-style-type: none"> <li>- CSP P&amp;I subgrant application peer reviewers review applications</li> <li>- Complete and submit APR to the USED; complete closeout reports for implementation year 2 charter schools; final monitoring of current subgrantees</li> <li>- NACSA Authorizer Evaluation Tool development meeting</li> <li>- Charter Advisory Group Meeting</li> </ul>  | <ul style="list-style-type: none"> <li>- PM, TL, GM, AA</li> <li>- GM</li> <li>- NACSA, PM, TL</li> <li>- PD, GM, TL, AA</li> </ul>                        |
| Jul 2018         | <ul style="list-style-type: none"> <li>- Post charter school profiles to SCDE web page (best practices &amp; innovation)</li> <li>- CSP P&amp;I subgrant application peer reviewers submit scores</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- USC collect school &amp; SCDE data for program evaluation Y3 (report due Sep 1)</li> <li>- Select authorizer to pilot implementation authorizer P&amp;S and administer authorizer standards pre-assessment</li> </ul> | <ul style="list-style-type: none"> <li>- PD</li> <li>- GM, AA, peer reviewers</li> <li>- GM</li> <li>- USC, PM, TL, GM</li> <li>- PM, TL, NACSA</li> </ul> |
| Aug 2018         | <ul style="list-style-type: none"> <li>- Send Grant Awards Notification to CSP P&amp;I subgrantees; ongoing monitoring</li> <li>- Post-Award TA for subgrantees: fund use, budget, &amp; planning year benchmarks</li> <li>- Post new 2019 Charter School Application and Eval. Rubric to SCDE webpage</li> <li>- NACSA authorizer evaluation tool development meeting</li> </ul>   | <ul style="list-style-type: none"> <li>- GM</li> <li>- GM, TL, AA, GP, AS, GA</li> <li>- PD</li> <li>- NACSA, PM, TL</li> </ul>                            |
| Sep 2018         | <ul style="list-style-type: none"> <li>- TA for charter developers: 2019 Charter School Application</li> <li>- CSP P&amp;I funds available to subgrantees</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- USC CSP Grant Evaluation Y3 Report due to the SCDE</li> </ul>   | <ul style="list-style-type: none"> <li>- PD, TL, AA, partners, SCDE partners</li> <li>- GM, GA</li> <li>- GM</li> <li>- USC</li> </ul>                     |
| Yr 4<br>Oct 2018 | <ul style="list-style-type: none"> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- Distribute annual charter leadership surveys charter leaders and board members</li> <li>- NACSA project: submit final authorizer evaluation tool to SCDE for approval</li> <li>- Charter Advisory Group Meeting</li> </ul>  | <ul style="list-style-type: none"> <li>- GM</li> <li>- PM</li> <li>- NACSA, PM, TL</li> <li>- PD, GM, TL, AA</li> </ul>                                    |
| Nov 2018         | <ul style="list-style-type: none"> <li>- Annual charter leadership surveys due to the SCDE</li> <li>- TA for school leaders: annual report requirements and new accreditation process</li> <li>- Identify low performing schools using state issued report cards</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>  | <ul style="list-style-type: none"> <li>- PM, AA</li> <li>- PD, TL, AA, partners</li> <li>- OST, OSFA</li> <li>- GM</li> </ul>                              |
| Dec 2018         | <ul style="list-style-type: none"> <li>- Analyze annual leadership survey results(will use results for charter profiles)</li> <li>- Charter developer (sent LOI for 2019) TA: Q&amp;A follow up on Sep 18 TA</li> <li>- Analyze parent/student/teacher survey results in state-issued report cards</li> <li>- Charter schools submit Annual Reports to respective authorizers</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>   | <ul style="list-style-type: none"> <li>- PM, TL</li> <li>- PD, TL, AA, partners</li> <li>- PD, TL</li> <li>- Authorizers</li> <li>- GM</li> </ul>          |
| Jan 2019         | <ul style="list-style-type: none"> <li>- Charter developer TA: Q&amp;A follow up—lottery processes &amp; best practices</li> <li>- Authorizers submit portfolios of Annual Reports to SCDE</li> <li>- Authorizer TA: evaluate 2019 applications, rubric use, and responsibilities</li> <li>- Update and finalize CSP P&amp;I RFP (2019–20)</li> </ul>   | <ul style="list-style-type: none"> <li>- PD, TL, AA, partners</li> <li>- PD, AA</li> <li>- PD, TL, AA, partners</li> <li>- GM, GP</li> </ul>               |

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|          |  |   |
|----------|--|---|
|          | - Ongoing monitoring of current CSP P&I subgrantees  | - GM  |
| Feb 2019 | - 2019 Charter School Applications due to authorizers; copy to SCDE<br>- Review of annual reports<br>- SC School Board Association Conference–present to authorizers on charter application processes, application evaluation, authorizer roles and P&S<br>- Call for CSP P&I RFP Peer Reviewers; ongoing monitoring of P&I subgrantees<br>- Charter Advisory Group Meeting  | - Authorizers, PD<br>- PD, TL<br>- PD, GM, TL, AA, partners<br>- GM<br>- PD, GM, TL, AA   |
| Mar 2019 | - Annual Reports reviewed by SCDE<br>- Invite charter stakeholders to attend TransformSC conference<br>- TransformSC conference–present charter school innovations and best practices<br>- Announce CSP P&I subgrant RFP via SCDE webpage<br>- Ongoing monitoring of current CSP P&I subgrantees   | - PD, TL<br>- PD, TL, AA, partners<br>- PD<br>- GM, GP<br>- GM  |
| Apr 2019 | - Annual Reports reviewed by SCDE<br>- TA for perspective CSP P&I subgrantees on the RFP<br>- Ongoing monitoring of current CSP P&I subgrantees  | - PD, TL<br>- GM, TL, AA, GP, partners<br>- GM  |
| May 2019 | - Publish charter school accreditation statuses & annual reports on SCDE webpage<br>- New charters TA (2019 application): next steps, funding & subgrant opportunity<br>- Select and train CSP P&I subgrant application peer reviewers<br>- Ongoing monitoring of current CSP P&I subgrantees  | - PD<br>- PD, TL, GM, AA, partners, SCDE partners<br>- GM, TL, GP, partners<br>- GM   |
| Jun 2019 | - SC Association of School Administrators conf.–present to authorizers on charter application processes, application evaluation, authorizer roles and P&S<br>- CSP P&I subgrant applications due<br>- CSP P&I subgrant application peer reviewers review applications<br>- Complete and submit APR to the USED; complete closeout reports for implementation year 2 charter schools; final monitoring of current subgrantees<br>- Administer authorizer standards pre-assessment to pilot authorizer<br>- Charter Advisory Group Meeting | - PD, GM, TL, AA, partners<br>- GM, AA<br>- GM, peer reviewers<br>- PM, TL, GM, AA<br>- GM<br>- NACSA, PM, TL<br>- PD, GM, TL, AA |
| Jul 2019 | - Post charter school profiles to SCDE web page (best practices & innovation)<br>- CSP P&I subgrant application peer reviewers submit scores<br>- Ongoing monitoring of current CSP P&I subgrantees<br>- USC collect school & SCDE data for program evaluation Y4 (report due Sep 1)<br>- Present results of pre/post authorizer assessment to pilot authorizer  | - PD<br>- GM, AA, peer reviewers<br>- GM<br>- USC, PM, TL, GM<br>- NACSA, PM, TL  |
| Aug 2019 | - Send Grant Awards Notification to CSP P&I subgrantees; ongoing monitoring<br>- Post-Award TA for subgrantees: fund use, budget, & planning year benchmarks<br>- Post new 2020 Charter School Application and Eval. Rubric to SCDE webpage<br>- Select 1-2 authorizers to fully implement the Authorizer P&S and to pilot new   | - GM<br>- GM, TL, AA, GP, AS, GA<br>- PD<br>- NACSA, PM, TL   |

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|                  | Authorizer Evaluation Tool  |   |
|------------------|---|---|
| Sep 2019         | <ul style="list-style-type: none"> <li>- TA for charter developers: 2020 Charter School Application</li> <li>- CSP P&amp;I funds available to subgrantees</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- USC CSP Grant Evaluation Y4 Report due to the SCDE</li> </ul>   | <ul style="list-style-type: none"> <li>- PD, TL, AA, partners, SCDE partners</li> <li>- GM, GA</li> <li>- GM</li> <li>- USC</li> </ul>                            |
| Yr 5<br>Oct 2019 | <ul style="list-style-type: none"> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- Distribute annual charter leadership surveys charter leaders and board members</li> <li>- Charter Advisory Group Meeting</li> </ul>   | <ul style="list-style-type: none"> <li>- GM</li> <li>- PM</li> <li>- PD, GM, TL, AA</li> </ul>  |
| Nov 2019         | <ul style="list-style-type: none"> <li>- Annual charter leadership surveys due to the SCDE</li> <li>- TA for school leaders: annual report requirements and new accreditation process</li> <li>- Identify low performing schools using state issued report cards</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>  | <ul style="list-style-type: none"> <li>- PM, AA</li> <li>- PD, TL, AA, partners</li> <li>- OST, OSFA</li> <li>- GM</li> </ul>                                     |
| Dec 2019         | <ul style="list-style-type: none"> <li>- Analyze annual leadership survey results(will use results for charter profiles)</li> <li>- Charter developer (sent LOI for 2020) TA: Q&amp;A follow up on Sep 19 TA</li> <li>- Analyze parent/student/teacher survey results in state-issued report cards</li> <li>- Charter schools submit Annual Reports to respective authorizers</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>         | <ul style="list-style-type: none"> <li>- PM, TL</li> <li>- PD, TL, AA, partners</li> <li>- PD, TL</li> <li>- Authorizers</li> <li>- GM</li> </ul>                 |
| Jan 2020         | <ul style="list-style-type: none"> <li>- Charter developer TA: Q&amp;A follow up—lottery processes &amp; best practices</li> <li>- Authorizers submit portfolios of Annual Reports to SCDE</li> <li>- Authorizer TA: evaluate 2020 applications, rubric use, and responsibilities</li> <li>- Update and finalize CSP P&amp;I RFP (2020–21)</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>  | <ul style="list-style-type: none"> <li>- PD, TL, AA, partners</li> <li>- PD, AA</li> <li>- PD, TL, AA, partners</li> <li>- GM, GP</li> <li>- GM</li> </ul>        |
| Feb 2020         | <ul style="list-style-type: none"> <li>- 2019 Charter School Applications due to authorizers; copy to SCDE</li> <li>- Review of annual reports</li> <li>- SC School Board Association Conference—present to authorizers on charter application processes, application evaluation, authorizer roles and P&amp;S</li> <li>- Call for CSP P&amp;I RFP Peer Reviewers; ongoing monitoring of P&amp;I subgrantees</li> <li>- Charter Advisory Group Meeting</li> </ul> | <ul style="list-style-type: none"> <li>- Authorizers, PD</li> <li>- PD, TL</li> <li>- PD, GM, TL, AA, partners</li> <li>- GM</li> <li>- PD, GM, TL, AA</li> </ul> |
| Mar 2020         | <ul style="list-style-type: none"> <li>- Annual Reports reviewed by SCDE</li> <li>- Invite charter stakeholders to attend TransformSC conference</li> <li>- TransformSC conference—present charter school innovations and best practices</li> <li>- Announce CSP P&amp;I subgrant RFP via SCDE webpage</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>  | <ul style="list-style-type: none"> <li>- PD, TL</li> <li>- PD, TL, AA, partners</li> <li>- PD</li> <li>- GM, GP</li> <li>- GM</li> </ul>                          |
| Apr 2020         | <ul style="list-style-type: none"> <li>- Annual Reports reviewed by SCDE</li> <li>- TA for perspective CSP P&amp;I subgrantees on the RFP</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>   | <ul style="list-style-type: none"> <li>- PD, TL</li> <li>- GM, TL, AA, GP, partners</li> <li>- GM</li> </ul>  |

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| May<br>2020 | <ul style="list-style-type: none"> <li>- Publish charter school accreditation statuses &amp; annual reports on SCDE webpage</li> <li>- New charters TA (2020 application): next steps, funding &amp; subgrant opportunity</li> <li>- Select and train CSP P&amp;I subgrant application peer reviewers</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> </ul>  | <ul style="list-style-type: none"> <li>- PD</li> <li>- PD, TL, GM, AA, partners, SCDE partners</li> <li>- GM, TL, GP, partners</li> <li>- GM</li> </ul>   |
| Jun<br>2020 | <ul style="list-style-type: none"> <li>- SC Association of School Administrators conf.–present to authorizers on charter application processes, application evaluation, authorizer roles and P&amp;S</li> <li>- CSP P&amp;I subgrant applications due</li> <li>- CSP P&amp;I subgrant application peer reviewers review applications</li> <li>- Complete and submit APR to the USED; complete closeout reports for implementation year 2 charter schools; final monitoring of current subgrantees</li> <li>- Final evaluation of pilot authorizers using new authorizer evaluation tool</li> <li>- Charter Advisory Group Meeting</li> </ul> | <ul style="list-style-type: none"> <li>- PD, GM, TL, AA, partners</li> <li>- GM, AA</li> <li>- GM, peer reviewers</li> <li>- PM, TL, GM, AA</li> <li>- GM</li> <li>- NACSA, PM, TL</li> <li>- PD, GM, TL, AA</li> </ul> |
| Jul<br>2020 | <ul style="list-style-type: none"> <li>- Post charter school profiles to SCDE web page (best practices &amp; innovation)</li> <li>- CSP P&amp;I subgrant application peer reviewers submit scores</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- USC collect school &amp; SCDE data for program evaluation Y5 (report due Sep 1)</li> <li>- Present final evaluation results of authorizer evaluation tool to pilot authorizer</li> </ul>   | <ul style="list-style-type: none"> <li>- PD</li> <li>- GM, AA, peer reviewers</li> <li>- GM</li> <li>- USC, PM, TL, GM</li> <li>- NACSA, PM, TL</li> </ul>  |
| Aug<br>2020 | <ul style="list-style-type: none"> <li>- Send Grant Awards Notification to CSP P&amp;I subgrantees; ongoing monitoring</li> <li>- Post-Award TA for subgrantees: fund use, budget, &amp; planning year benchmarks</li> <li>- Post new 2021 Charter School Application and Eval. Rubric to SCDE webpage</li> <li>- Implement new authorizer evaluation tool</li> </ul>  | <ul style="list-style-type: none"> <li>- GM</li> <li>- GM, TL, AA, GP, AS, GA</li> <li>- PD</li> <li>- NACSA, PM, TL</li> </ul>   |
| Sep<br>2020 | <ul style="list-style-type: none"> <li>- TA for charter developers: 2021 Charter School Application</li> <li>- CSP P&amp;I funds available to subgrantees</li> <li>- Ongoing monitoring of current CSP P&amp;I subgrantees</li> <li>- USC CSP Grant Evaluation Y5 Report due to the SCDE</li> <li>- Initiate project closeout activities</li> </ul>  | <ul style="list-style-type: none"> <li>- PD, TL, AA, partners, SCDE partners</li> <li>- GM, GA</li> <li>- GM</li> <li>- USC</li> <li>- PM, TL, GM</li> </ul>  |

**H.3.ii.** The SCDE has clear policies and procedures regarding grant processes, and the SCDE’s Grants Program and Grants Accounting personnel work closely with staff to ensure effective grant management. This partnership provides additional accountability internally to ensure that the CSP operates in compliance with applicable federal and state laws, provisions, and regulations pertaining to the use and administration of federal funds (including 2 CFR Part 200). The CSP Program is in the OST and is supported by three SCDE charter associates. Each charter associate actively participates in trainings provided by the agency on topics such as appropriate financial management under 2 CFR Part 200, allowability and procurement and management of property, subrecipient monitoring under new grant reform guidance, and the importance and development of internal controls and policies.

Following the release of the most recent monitoring review conducted by WestEd, the SCDE has taken appropriate action in responding to each of the findings listed and will continue working to ensure that we remain in compliance. The SCDE proposes to continue to work with the University of South Carolina’s Office of Program Evaluation (USC–OPE) as external evaluators of the CSP; this evaluation group is nationally recognized and already has a strong partnership with the SCDE. The CSP will use reports from USC–OPE to address any issues and strengthen internal controls to prevent future compliance issues and audit findings.

The state-wide advisory group (to be established) will not only work to provide input on planning and implementation but will also serve as an evaluation tool. The advisory group will address and hear discussion on any perceived issues or concerns pertaining to the CSP. Using information and guidance from the advisory group in conjunction with research partners such as CREDO and AIR will ensure that the SCDE CSP not only remains in compliance, but also works to build the rigor and sophistication of SC’s charter school system.

## **Selection Criteria I. Project Design**

**I.1.** The SCDE OST's CSP will adhere to the following procedures to ensure that all new charter schools seeking to serve students in the state have an equal opportunity to apply for CSP Planning and Implementation (P&I) subgrant funds. The subgrant application process will focus on new entities that have notified the SCDE that they are pursuing a charter and may have already received favorable consideration from their anticipated authorizer or will be considered for receiving a charter prior to the release of CSP P&I funds.

The CSP subgrant application will require three major components: the School and its Stakeholders, Financial Sustainability and the Management Plan (see draft Request for Proposals (RFP) in Appendix E, page E155). Each component must have a strong foundation and infrastructure to prepare the charter school for success. The School and its Stakeholders must be evident from the diversity of the Planning Committee diversity to the governing board development with emphasis on the local community support and need for the charter school. The vision of the charter school must reflect the expected outcomes. Stakeholder support must be evident in each of the three components. Financial sustainability is the core foundation to ensure the school will be viable beyond initial support from the CSP P&I subgrant. The management plan must reflect the autonomy afforded to charter schools and demonstrate adherence to the SC Charter School Act and compliance with all applicable regulations.

The CSP P&I subgrant peer reviewer pool will include individuals with knowledge of and expertise with charter schools or alternative schools such as educators, school administrators, school board members, or charter developers. All peer reviewers will receive training that covers the RFP, application and scoring rubric; applicable state Charter School laws, federal laws and regulations, and guidelines; definitions of high quality charter schools; and apparent or

real conflicts of interest. All reviewers will be required to complete a Conflict of Interest form and acknowledgement of the reviewers training. Peer Reviewers will only be eligible to serve in this capacity for two consecutive years; SCDE employees or family members of SCDE employees will not serve as peer reviewers.

The review process will have three tiers. Tier one will be the initial vetting of the subgrant applications by the CSP staff to ensure that all required documents and components have been submitted. Tier two will be the independent review of the subgrant application by three peer reviewers (four reviewers are hired with one serving as an alternate). Reviewers will use the scoring rubric to ensure applicants are planning innovative, creative models that will result in increased student performance. The scoring rubric focuses on the components of the high quality definition provided in the RFP. Reviewers' scores will be compared for each section of the rubric. If the section scores vary by more than 10%, the reviewer(s) will be asked to provide an explanation for the score given. Scores by the three peer reviewers will be averaged for a final score.

Tier three will be the review of the budget and awarding of competitive priorities to eligible applications. CSP staff will examine the subgrantee budget to ensure adherence to applicable federal cost principles, SC Charter regulations, and SCDE financial requirements. The budget review process will include a review of the scoring rubric (rating is "Met" or "Not Met") to ensure that the budget reflects all applicable cost outlined in the application. The budget narrative must be completed on the SCDE budget template and should mirror the curriculum plan and needs to fully meet the desired outcomes. CSP staff will review subgrant applications that seek competitive priority points and will assign additional points (up to 20 depending on criteria) *one time* to the final score of eligible applications.

The maximum number of points available for a subgrant application will be 120. Applications that do not score at least 80 points will be not considered for funding. Subgrant applications with favorable scores will be compiled into the funding recommendations and forwarded to the State Superintendent of Education for approval.

Per the SCDE’s appeals policy, scores may not be appealed, but an unfunded applicant may submit a request to the State Superintendent for a review of the application process. 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 can be no further appeal.

Like all subgrant programs the SCDE administers, the P&I subgrant operates on a reimbursement basis in which recipients must expend funds and then request reimbursement.

| <b>Month</b> | <b>CSP Planning and Implementation (P&amp; I) Subgrant Program Activity</b> |
|--------------|---|
| January      | Update and finalize Request for Proposals (RFP)                             |
| February     | Issue call for reviewers  |
| March        | Announce CSP P&I subgrant competition                                       |
| April        | Host Technical Assistance (TA) session on RFP for prospective applicants    |
| May          | Select and train reviewers  |
| June         | Receive prospective subgrantees grant applications                          |
| July         | Reviewers score applications and submit scores                              |
| August       | New subgrantees notified and attend Post Award TA session                   |
| September    | CSP P&I funds made available to new subgrantees                             |

The CSP office will provide public notice through numerous sources (see I.4.) regarding the availability of P&I funds. The CSP office will provide a technical assistance (TA) webinar for prospective applicants and interested parties on P&I subgrant requirements and selection

criteria. Selection criteria will include rigorous, measurable standards that will result in increased student performance in high quality charter schools.

The webinar will include resource persons that will share the required expertise for prospective subgrantees to prepare a high quality grant application. Invitees will include charter developers, grant writers, and prospective subgrantees. The CSP office will make available all resources necessary for interested applicants to increase their awareness and knowledge base on the critical components necessary to develop and maintain a high quality educational program that demonstrates the capacity to produce increased student performances.

**I.1.ii.** It is evident there is a need to fund charters in the early stages of development and to provide high quality professional development and support through years 1–3. Prior to the grant, during the period of 1999-2009, a total of 51 charter schools were operational. During this period 21 schools closed. Since being awarded the CSP grant for the period of 2010-2015, 40 charter schools have opened under the P&I grant and only 2 have closed.

The five-year projection is to support eight (8) new charter schools each year with at least two being targeted and six being typical as defined in the RFP. This estimate is based on the composition of the present pool of interested charter groups and the CSP’s plans to emphasize targeted areas. SC proposes to provide subgrant funding to new charter schools as follows:

| <b>Subgrant Period</b>        | <b>Targeted Subgrantees</b> | <b>Typical Subgrantees</b> |
|-------------------------------|-----------------------------|----------------------------|
| Planning Phase                | \$268,223                   | \$248,223                  |
| Implementation Phase—Year One | \$293,223                   | \$268,223                  |
| Implementation Phase—Year Two | \$238,645                   | \$181,875                  |
| <b>Total Award</b>            | <b>\$800,090</b>            | <b>\$698,320</b>           |

The estimated annual CSP P&I grant cost will range from \$5,798,190 to \$5,801,373, with a projected five-year grant cost of \$28,998,856. In the past two years, the CSP has awarded P&I grants to 94% of applicants and we anticipate continuation of that trend.

**I.2.** The monitoring process is presented in the CSP P&I subgrant RFP, which is one of the compliance documents; monitoring details are also included in the Grant Award Notification that each subgrantee signs. Each CSP P&I subgrantee must adhere to the reporting and monitoring requirements outlined in the table below.

| <b>Subgrant Phase</b>                               | <b>Monitoring Activities</b>   | <b>Review type &amp; Frequency</b>  |
|---|--|---|
| Pre-Award certification/visit                       | <ul style="list-style-type: none"> <li>• Meet Planning committee</li> <li>• Review financial procedures/internal controls</li> </ul>   | <ul style="list-style-type: none"> <li>• 30 days prior to award</li> </ul>  |
| Planning Phase                                      | <ul style="list-style-type: none"> <li>• Technical Assistance sessions</li> <li>• Desk top review (financial and program)</li> <li>• Benchmark Reports</li> <li>• Benchmark Report Analysis</li> <li>• Grant Activity Reports</li> <li>• Grant Activity Report Analysis</li> <li>• Telephone conferences</li> <li>• On-site visit (financial and program reviews)</li> <li>• Inventory Identification &amp; Disposition</li> <li>• Annual Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Periodically</li> <li>• Semi-annual</li> <li>• Quarterly submission</li> <li>• Quarterly review</li> <li>• Monthly w/ reimbursement claims</li> <li>• Monthly review for claims approval</li> <li>• Frequently as needed.</li> <li>• Annual</li> <li>• Annual</li> <li>• Annual</li> </ul>           |
| Implementation Year One and Implementation Year Two | <ul style="list-style-type: none"> <li>• Technical Assistance sessions</li> <li>• Desk top review (financial and program)</li> <li>• Benchmark Reports</li> <li>• Benchmark Report Analysis</li> <li>• Grant Activity Reports</li> <li>• Grant Activity Report Analysis</li> <li>• Telephone conferences</li> <li>• On-site visit (financial and program reviews)</li> <li>• Inventory Identification &amp; Disposition</li> <li>• Annual Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Periodically</li> <li>• Semi-annual</li> <li>• Quarterly submission</li> <li>• Quarterly review</li> <li>• Monthly submission w/ reimbursement claims</li> <li>• Monthly review to approve claims</li> <li>• Frequently as needed</li> <li>• Annual</li> <li>• Annual</li> <li>• Annually</li> </ul> |
| Closeout  | <ul style="list-style-type: none"> <li>• Inventory Disposition</li> <li>• Grant Final Reports</li> </ul>   | <ul style="list-style-type: none"> <li>• At closeout</li> </ul>   |

CSP staff present on the charter school monitoring template (Appendix E, page E212), process and requirements during the Post Award TA session for subgrantees.

**I. 3.** The SCDE’s OST recognizes the opportunities that the state’s charter system can make available to students and families in areas of SC where choice is not currently available. To create a portfolio of subgrantees focusing in this area, 5 points will be awarded to subgrantee applications that propose to establish charter schools which are physically located within the attendance zone of one of the state’s lowest-performing schools and proposing to serve the same grade levels. These schools would serve as viable options for students who currently attend, or would otherwise attend, the state’s lowest-performing schools. Further, the SCDE is exploring ways in which charters can be used to turn around the state’s lowest-performing schools and districts as part of the agency’s school improvement strategy.

Building a portfolio of charter schools that serve as viable options for students who currently attend, or would otherwise attend, the state’s lowest-performing schools is just a first step in the SCDE’s strategy to improve schools in the state. As discussed previously (see A.1. page 9), the SCDE intends to build the capacity of charter and traditional schools to innovate and sustain success in low-performing areas. In turn, charter schools who serve students in low-performing areas of the state will provide the data and models needed to spread success in to other charters and traditional schools serving high-needs students.

**I.4.** The SCDE will take the following steps to ensure that teachers, parents, communities, and all stakeholders are informed of the SCDE’s CSP subgrant program:

- 1) Posting information to the charter website (<http://www.ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus/>) and the announcement to the “SCDE Grant Opportunities” web page (<http://www.ed.sc.gov/SCDE-Grant-Opportunities/>);

- 2) Announcements released via contact lists maintained by the Public Charter School Alliance of SC and the SCPCSD and hyperlinks to the subprogram information added to their websites;
- 3) Press releases announcing a request for proposals released by the SCDE's Public Information Office Communications via their network to every major newspaper, television station, radio news networks, and school district public information office; and
- 4) Direct contact with charter developers.

**I.5.** SC requests a waiver of Section 5202(c)(1), which limits a SEA to a three year grant period, to expand to a five-year (60-month) grant period which the SCDE feels 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. Because SC requires that the first year of any charter school's existence be a planning year, the five-year grant period will enable the SCDE to implement and strengthen services to and evaluation of both new and existing charter schools to improve practices, policies, and academic achievement across the state.

An extended grant period will enable the SCDE's CSP to efficiently and effectively analyze data to improve programs and services. Due to when state assessment data is released annually, only two years' worth of data would be available for the SCDE to prepare a final performance report for a three-year grant. More charter schools will open during a five-year grant period, thus the additional two years will virtually double the data for the final performance reports, providing more data for use by the US Department of Education; 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.

Recent legislation granted IHEs the ability to authorize charter schools in SC. Currently, only one IHE is a registered authorizer but more are anticipated to register in the near future. A five-year grant period will enable the SCDE to evaluate the impact of these new authorizers and determine the effect on high-quality charter schools. In addition, the SCDE plans to partner with the NACSA to develop and publish authorizer standards aligned to the SC Charter Schools Act of 1996 (see page 34). Once the standards are established, the SCDE will provide technical assistance sessions to current and future authorizers. A five-year grant period would allow more time to implement this plan and collect data on authorizer quality.

### **Application Requirements**

- i. Academically Poor-performing Charter School—See Selection Criteria C (page 21) that addresses this application requirement.
- ii. Disseminating Best Practices—See Selection Criteria B.2.i. (page 19), F. (page 32), and G.8. (page 38) .
- iii. Federal Funds—See Selection Criteria B. 2.i.-ii. (pages 19-20) that addresses this requirement.
- iv. High-Quality Charter School—See Selection Criteria C.1. (page 21) that addresses this application requirement.
- v. IDEA Compliance—See Selection Criteria B.3. (page 20) and G.2 (page 36).
- vi. Logic Model—See Selection Criteria B.2.i (page 19), E (page 27), G (pages 34-39), and H.2 (page 40).
- vii. Lottery and Enrollment Preferences—SC requires charter schools to implement a lottery when the number of students applying to enroll in the school exceeds the number of seats available. The s outlines student enrollment preferences and exemptions from the lottery. When

an applicant group submits an application to open a charter school, the applicant must include “a proposed policy or description detailing how the proposed charter school intends to select students for enrollment, including the proposed timeline, processing of applications, lottery process if needed, and the appeal process for a student who is denied admission for a reason other than the lottery” (Charter School Application). By submitting an application, the applicant agrees to use a lottery as a means to accept students in the case that the number of applications exceeds the capacity of a program, class, grade level, or building, as specified in federal or state guidance.

The SCDE does not have statutory authority to review, monitor, or approve lotteries. Under Section 50-40-50(B)(8), a charter school may not deny admission or show preference to an individual or group unless the school is to be a single gender charter school. However, they may give priority to a sibling of a charter school pupil, a student enrolled the previous year, the children of a charter school employee or the children of the charter committee, or the dependents of military personnel living on base or stationed at the base. These priority groups are subject to percentage restrictions and other conditions. See S.C. Code Ann. §59-40-50(B)(8). Students given priority as returning students are excluded from the lottery. Further, SC public charter schools are 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.

The SCDE will require all CSP subgrant applicants to include in its application descriptions of its recruitment and admission policies and practices, including a description of the proposed lottery and any enrollment preferences or exemptions from the lottery the charter

school employs or plans to employ. The SCDE will ensure that these enrollment preferences or exemptions are consistent with all state laws.

viii. Objectives—See Selection Criteria E (27), G (34), H. (pages 39-50), and I.4. (page 56) that address this application requirement

ix. Revolving Loan Fund—The SCDE is not requesting to reserve up to 10% of its federal funding to establish a revolving loan fund. See start of a state revolving loan fund on page 14.

x. Waivers—See Selection Criteria I.5. (page 57) that addresses this application requirement.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.

## CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

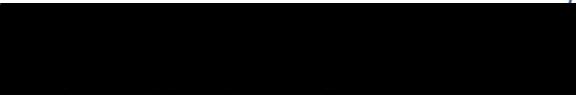
As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
  - A. A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
  - B. A description of how the charter school will be managed;
  - C. A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
  - D. A description of the administrative relationship between the charter school and the authorized public chartering agency;
  - E. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
  - F. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
  - G. A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
  - H. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
  - I. A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
  - J. An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
  - K. An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
  - L. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

- M. If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
  - N. Such other information and assurances as the Secretary and SEA may require.
- 2) The applicant will –
    - A. Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and
    - B. Use a peer review process to review applications for subgrants.
  - 3) State law, regulations, or other policies in the State where the applicant is located require that –
    - A. Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school’s authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school’s financial statements that are filed with the school’s authorized public chartering agency; and demonstrate improved student academic achievement; and
    - B. Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school’s charter.
  - 4) The applicant will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.
  - 5) The applicant and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Molly M. Spearman  
 NAME OF AUTHORIZED OFFICIAL

State Superintendent of Education  
 TITLE

  
 SIGNATURE OF AUTHORIZED OFFICIAL

7/10/15  
 DATE

South Carolina Department of Education  
 APPLICANT ORGANIZATION

7/16/15  
 DATE SUBMITTED

**EDUCATION**

*Coastal Carolina University, 2012 - 2013*  
Graduate studies in Gifted/Talented Education  
*Columbia College, 2011 – 2012*  
Master of Education in Divergent Learning  
*Newberry College, 2007-2011*  
Bachelor of Science in Elementary Education

**CERTIFICATIONS**

Middle Level Certification: ELA, 2011  
Middle Level Certification: Math, 2011  
Elementary Certification, 2011

**EXPERIENCE**

**South Carolina Department of Education, Columbia, SC *Charter Associate* 2014–Present**

- Develops and facilitates technical assistance sessions and professional learning opportunities for charter developers, charter leaders, and authorizers
- Disseminates best practices regarding charter schools and innovation
- Collects, analyzes, and reports on data pertaining to charter schools
- Collects, manages, and analyzes reports submitted by charter schools and charter authorizers
- Collaborates with internal and external agency partners to develop processes related to charter schools and charter authorizers
- Submits required reports pertaining to charter schools to agency administration, the US Department of Education, and other necessary parties
- Meets with charter stakeholders to discuss concerns and develop solutions
- Collaborated with team members, other agency offices, and external stakeholders to develop State Charter School Accreditation plan
- Revises and further develops online forms for charter school reporting
- Assists in revising State Board of Education Charter School Regulations
- Assists in revising charter school
- Attends local, state, and national professional learning opportunities
- Updates and maintains data pertaining to charter school operation, achievement, growth, and progress
- Provides guidance to parents, teachers, school leaders, and community members regarding charter schools

**Muller Road Middle School, Blythewood *Math & English Language Arts Teacher* 2011–14**

- Taught 7<sup>th</sup> grade and 7<sup>th</sup> grade Honors Language Arts and 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math
- Collaborated with team members to develop cross-curricular Project Based Learning units of study to include technological elements
- Incorporated a wide variety of iPad applications in lesson planning
- Used Judo Math program to facilitate student centered learning in the math classroom

- Differentiated instruction for students at various stages within each discipline
- Adapted Judo Math curriculum to function within a one-to-one computing environment and collaborated with fellow Judo Math teachers to align curriculum to cross over of current SC State Standards and Common Core State Standards
- Worked in conjunction with technology specialist to design innovative project ideas
- Attended Richland Two Schlechty Leadership Academy – presented culminating research project on the positive effects of Project Based Learning

**SERVICE**

Faculty Representative for School Improvement Council, 2011 – 2014  
Advisor to Muller Road Student Government organization, 2012 – 2014

**Fredrica M. Brailsford,** [REDACTED]  
[REDACTED]

***Career Objective:***

To utilize my skills, ability and experiences to provide senior management and financial expertise to agencies and organizations as needed for the growth and perpetual foundation of the services to be rendered. Assist key management staff to generate executive planning forecasts & financial forecasts as needed.

***Education:***

2002-2004: Troy State University, Troy, Alabama—Shaw AFB Campus  
Masters of Public Administration—3.92/4.0 G.P.A.

1975-1979: Johnson C. Smith University, Charlotte, North Carolina  
Bachelor of Science Degree—Accounting Graduated Top 10% of class  
Minor: Economics and Business Administration

***Work Experience:***

10/2013 to Present:

South Carolina Department of Education, Columbia, South Carolina 29201

Position: Education Associate—Charter Schools Grant Manager

Prepare RFP applications for competitive funds to the Charter Schools. Gather and analyze educational statistical data needed to benefit Charter Schools. Write technical reports, proposals and model templates for Charter Schools. Manage all aspects of Planning and Implementation grants for Charter Schools to include monitoring, awarding funds, and reviewing budgets. Prepare funding applications as needed to United States Department of Education. Develop monitoring tools for desk top and on-site monitoring of Charter Schools. Conduct desk top and on-site monitoring reviews. Review budget applications to ensure compliance with allowable cost for funds allocated. Develop and Facilitate Technical Assistance training as needed for new and existing Charter Schools. Develop and Facilitate training tools for External Grant Reviewers. Develop grant applications scoring Rubrics. Develop evaluation instruments for External Grant Reviewers. Attend meetings and training as needed to benefit the Charter Schools.

8/3/12-10/1/2013

FM Brailsford Consulting, LLC

Position: Consultant

Complete external grant reviews for Federal Programs. Evaluate and make corrective recommendations to non-profits (community action agencies) customer intake process and vendor payment process. Assist local non-profit organizations to revise organizational structure with bylaws review/ updates and creation of job descriptions as needed. Develop financial procedure manual for religious entity (church). Perform financial auditing services for religious entity (church). Establish new business entities with Secretary of State and Internal Revenue Services for new profit independent owner operators.

04/2012-08/2012

Wateree Community Actions, Inc.—Camden, South Carolina 29032

Position: County Program Coordinator

Coordinated and facilitated services to indigent citizens of the community. Reviewed and approved customer applications for services. Prepared financial reports to reflect program expenditures and balances. Reconciled and analyze financial reports applicable to client assistance services. Facilitated liaison services and life skills training for customers through community partnerships with businesses.

08/2011-11/2011 and 11/2011-04/2012

Wateree Community Actions, Inc.—Columbia, South Carolina 29202

Position: Director of Budgets/Fund Development - Director of Grants/Planning

Prepared grant applications for funding. Prepared applicable budgets for grant applications. Created and developed agency newsletter report and annual reports. Prepared Strategic Planning tools and conduct training as needed. Designed Community Needs Assessment tools, gather research data and prepare Community Needs Assessment reports for review and approval. Created, facilitated, and compiled agency self evaluation reports to include development of the survey tools. Facilitated and coordinated public relation events as needed.

Prepared budgets, budget amendments and financial reports are necessary for agency projects. Analyzed & forecasted budget concerns and needs. Oversee agency inventory review process. Prepared grant applications and budgets for new and existing project funds as needed.

03/1989-08/2011

Wateree Community Actions, Inc.—Sumter, South Carolina 29150

Position: Director of Community Services and Energy

Grant Writer and Administrator, Grant and Program Evaluator, Budget Preparer, Conducts Budget Oversight and Analyzes, Administered Community Services programs: to include Community Services Block Grant, Low Income Home Energy Assistance, Workforce Employment Training, Emergency Food and Shelter, United Way and other special programs as needed. Conducts, and analyzes Community Need Assessments. Annually develops programs to address community needs. Oversee agency operations for these programs in five counties. Coordinated and facilitated community focus groups and service delivery. Prepared bid purchase specifications for equipment. Interviewed prospective program staff and make hiring recommendations to Executive Director. Supervised program management staff, and conducted annual performance evaluations. Performed Housing Counseling services. Facilitated agency self evaluation surveys, analyze data and compile results. Conducted Leadership training for management staff. Prepared purchase specifications and analyzation for cost effectiveness. Coordinated, facilitated and the oversight for the Computer operation and Network for the Community Services programs in the five counties. Administered program services for 8,000-10,000 participants annually. Manages annual budgets in excess of \$7,000,000.00.

Additional work history available from February, 1989 to August 1976 upon request.

Licensures, Certifications, Honors, Affiliations and References available upon request.

# **Donna Manning**

Team Leader for School Choice and Improvement  
SC Department of Education  
Office of School Transformation  
1429 Senate Street, Room 605B  
Columbia, SC 29201

## **PROFESSIONAL EXPERIENCE**

- October 2013-Present**      **Team Leader for School Improvement and Innovation, Office of School Transformation, (OST) SC Department of Education - Columbia, SC**
- Oversee the school improvement team which is responsible for providing funding and technical assistance to the state's lowest performing schools
  - Oversee the innovation team which is responsible for supporting SC schools with support and technical assistance to develop innovative choice options for schools
  - Develop and monitor project management goals for all OST staff
  - Oversee state, federal, and grant awarded budgets
  - Supervise and conduct yearly staff evaluations
  - Develop and facilitate technical assistance sessions to teachers, school leaders, district office staff, charter developers, and community stakeholders
  - Responsible for developing yearly accountability reports
- June 2011-2013**              **South Carolina State Manager, Interactive Achievement - Roanoke, Virginia**
- Maintain annual budget and develop and implement annual territory plan for K-12 formative assessment and longitudinal data software provider
  - Establish organization, process, and goals for the South Carolina Accounts Department
  - Generate all client estimates, invoices, and contracts
  - Manage all communications, conflict resolution, and compliance on all client needs
  - Train users to effectively implement software and provide additional professional development to schools and districts as needed
  - Create and conduct presentations at major state and national conferences
- 2008-2011**                      **Education Associate, Office of Career and Technology Education, SC Department of Education - Columbia, SC**
- Develop and maintain a searchable database of best practices within the *HSTW/MMGW* network
  - Facilitate Data Workshops for the analysis and application of the *HSTW* Assessment for all principals and site/district coordinators
  - Collect and analyze *HSTW/MMGW* site data in order to provide site specific technical assistance and professional development to reform sites
  - Generate EEDA and SREB annual reports
  - Respond to legislative provisos related to *HSTW/MMGW* sites
  - Calculate grant awards and distribute grant award notification letters to *HSTW/MMGW/CTCTW* sites
  - Evaluate financial and reporting activities to ensure compliance with state laws, rules and regulations governing reform-focused education

2006-2008

**Magnet Program Director, Dent Middle School - Columbia, SC**

- Conduct ongoing assessments of the effectiveness of programs and activities within the TLC program and coordinate all staff development activities
- Assist teachers in the usage of data to design instruction
- Coordinate TLC information seminars: publicity, informational materials, school video production and student section process
- Monitor expenditures for multiple grade level accounts and prepare budgetary reports
- Supervise and perform yearly evaluations of TLC faculty

2001-2006

**Administrator, Spring Valley High School - Columbia, SC**

- Assist with scheduling needs, curriculum alignment and test score interpretation
- Coordinate and supervise testing and assessment program for District/State standardized tests (MAP, ELDA, EOC, and HSAP)
- Oversee summer credit recovery program which provided students the opportunity to get back on track for graduation
- Interpret the educational programs of the school and present to the community
- Supervise the development and implementation of student 504 and IEP plans
- Facilitate frequent communication with parents regarding student behavioral and academic progress

1998-2001

**Science Teacher, Spring Valley High School, Columbia, SC**

- Director of Biological Science
- Science teacher grades 9-12
- Explorations Magnet Coordinator
- After-school Tutoring Coordinator
- Discovery research advisor
- Graduation committee chairman

1996-1998

**Science Teacher, Lower Richland High School, Columbia, SC**

- Science teacher grades 9-12
- Science Night Coordinator
- Developed district Marine Biology curriculum
- School Improvement Council department representative
- Assistant softball coach

**EDUCATION**

- B.S., Biology, The University of South Carolina, Columbia, December 1995
- Minor in Secondary Science Education

**CERTIFICATION**

- South Carolina Certificate for Secondary Science Teaching
- Area of Specialization: Biological Sciences

## Appendix E–Other Items

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South Carolina 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”.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006.

**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;
- (6) assist South Carolina in reaching academic excellence; and
- (7) create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2012 Act No. 164, Section 4, eff May 14, 2012.

**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.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006.

**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 by sponsorship of a public school district, the South Carolina Public Charter School District, or a public or independent institution of higher learning, but is accountable to the board of trustees, or in the case of technical colleges, the area commission, of the sponsor 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, for purposes of state law and the state constitution, considered a public school and part of the South Carolina Public Charter School District, the local school district in which it is located, or is sponsored by a public or independent institution of higher learning;

(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; however, an applicant may seek to form a single gender charter school without regard to the gender makeup of that proposed charter school;

(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;

(e) is subject to the same fixed asset inventory requirements as are traditional public schools.

(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, the local school board of trustees in which the charter school is to be located, or the board of trustees or area commission of a public or independent institution of higher learning. The applicant also must be the person who or the nonprofit corporate entity that 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, the local school board of trustees in which the charter school is to be located, as provided by law, a public institution of higher learning as defined in Section 59-103-5, or an independent institution of higher learning as defined in Section 59-113-50, from which the charter school applicant requested its charter and which granted approval for the charter school’s existence. Only those public or independent institutions of higher learning, as defined in this subsection, who register with the South Carolina Department of Education may serve as charter school sponsors, and the department shall maintain a directory of those institutions. The sponsor of a charter school is the charter school’s Local Education Agency (LEA) and a charter school is a school within that LEA. The sponsor retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

(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.

(9) “Charter school contract” means a fixed term, renewable contract between a charter school and a sponsor that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.

(10) “Resident public school” means the school, other than a charter school, within whose attendance boundaries the charter school student’s custodial parent or legal guardian resides.

HISTORY: 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2012 Act No. 164, Section 5, eff May 14, 2012.

**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 or a public or independent institution of higher learning sponsor, 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 or a public or independent institution of higher learning sponsor, 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 or contract for, 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, except in the case of an application to create a single gender charter school. 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, except in the case of an application to create a single gender charter school, in which case gender may be the only reason to show preference or deny admission to the school; a charter school may give enrollment priority to a sibling of a pupil currently enrolled and attending, or who, within the last six years, attended the school for at least one complete academic year. A public charter school shall give enrollment preference to students enrolled in the public charter school the previous school year. An enrollment preference for returning students excludes those students from entering into a lottery. A charter school also may give priority to children of a charter school employee and children of the charter committee, if priority enrollment for children of employees and of the charter committee does not constitute more than twenty percent of the enrollment of the charter school. In addition, a charter school located on a federal military installation or base where the appropriate authorities have made buildings, facilities, and grounds on the installation or base available for use by the charter school as its principal location also may give enrollment priority to otherwise eligible students who are dependents of military personnel living in military housing on the base or installation or who are currently stationed at the base or installation not to exceed fifty percent of the total enrollment of the charter school. This priority is in addition to the other priorities provided by this item, but no child may be counted more than once for purposes of determining the percentage makeup of each priority;

(9) consist of a board of directors of seven or more individuals with the exact number specified in or fixed in accordance with the bylaws. Members of a board of directors may serve a term of two years, and may serve additional terms. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board as specified by the bylaws must be individuals who have a background in K-12 education or in business, and the bylaws of the charter school also must provide for the manner of selection of these members. In addition, at least fifty percent of the members of the board as specified by the bylaws must be elected by the employees and the parents or guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the charter school. All members must be residents of the State of South Carolina. A person who has been convicted of a felony must not be elected to a board of directors. If the board of directors consists of an odd number of members, the extra member must be an individual who has a background in K-12 education or in business;

(10) be subject to the Freedom of Information Act, including the charter school and its governing body. A board of directors of a charter school shall notify its sponsor of any regular meeting of the board at least forty-eight hours prior to the date on which it is to occur.

(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)(a) A charter school is eligible for federally sponsored, state-sponsored or district-sponsored interscholastic leagues, competitions, awards, scholarships, grants, and recognition programs for students, educators, administrators, staff, and schools to the same extent as all other public schools.

(b) A charter school student is eligible to compete for, and if selected, participate in any extracurricular activities not offered by the student's charter school which are offered at the resident public school he would otherwise attend. A charter school student is eligible to compete for, and if selected, participate in an activity governed by the South Carolina High School League offered at the resident public school he would otherwise attend if the league-governed activity is not offered at the student's charter school.

(c) A charter school student is eligible for extracurricular activities at the student's resident public school consistent with eligibility standards as applied to full-time students of the resident public school.

(d) A school district or resident public school may not impose additional requirements on a charter school student to participate in extracurricular activities that are not imposed on full-time students of the resident public school.

(e) Charter school students shall pay the same fees as other students to participate in extracurricular activities.

(f) Charter school students shall be eligible for the same fee waivers for which other students are eligible.

(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. However, a charter school may enter into a contract with a school district or a private provider to provide transportation to the charter school students.

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

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2008 Act No. 239, Section 9, eff May 21, 2008; 2012 Act No. 164, Section 6, eff May 14, 2012; 2013 Act No. 29, Section 1, eff May 21, 2013.

**SECTION 59-40-55. Sponsor powers; retention of funds.**

(A) In order to promote the quality of charter school outcomes and oversight, the charter school sponsor shall adopt national industry standards of quality charter schools and shall authorize and implement practices consistent with those standards.

(B) A charter school sponsor shall:

(1) approve charter applications that meet the requirements specified in Sections 59-40-50 and 59-40-60;

- (2) decline to approve charter applications according to Section 59-40-70(C);
- (3) negotiate and execute sound charter contracts with each approved charter school;
- (4) monitor, in accordance with charter contract terms, the performance and legal/fiscal compliance of charter schools to include collecting and analyzing data to support ongoing evaluation according to the charter contract;
- (5) conduct or require oversight activities that enable the sponsor to fulfill its responsibilities outlined in this chapter, including conducting appropriate inquiries and investigations, only if those activities are consistent with the intent of this chapter, adhere to the terms of the charter contract, and do not unduly inhibit the autonomy granted to public charter schools;
- (6) collect, in accordance with Section 59-40-140(H), an annual report from each of its sponsored charter schools and submit the reports to the Department of Education;
- (7) notify the charter school of perceived problems if its performance or legal compliance appears to be unsatisfactory and provide reasonable opportunity for the school to remedy the problem, unless the problem warrants revocation and revocation timeframes apply;
- (8) take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance. These actions or sanctions may include requiring a school to develop and execute a corrective action plan within a specified timeframe;
- (9) determine whether each charter contract merits renewal, nonrenewal, or revocation;
- (10) provide to parents and the general public information about charter schools authorized by the sponsor as an enrollment option within the district in which the charter school is located to the same extent and through the same means as the district in which the charter school is located provides and publicizes information about all public schools in the district. A charter school shall notify its sponsor of its enrollment procedures and dates of its enrollment period no less than sixty days before the first day of its enrollment period; and
- (11) permanently close any charter school at the conclusion of the school year after receiving the lowest performance level rating as defined by the federal accountability system for three consecutive years in accordance with Section 59-40-110(E).

(C) The South Carolina Public Charter School District may retain no more than two percent of the total state appropriations for each charter school it authorizes to cover the costs for overseeing its charter schools. The sponsor's administrative fee does not include costs incurred in delivering services that a charter school may purchase at its discretion from the sponsor. The sponsor's fee is not applicable to federal money or grants received by the charter school. The sponsor shall use its funding provided pursuant to this section exclusively for the purpose of fulfilling sponsor obligations in accordance with this chapter.

HISTORY: 2012 Act No. 164, Section 1, eff May 14, 2012; 2014 Act No. 288 (H.3853), Section 2, eff June 12, 2014.

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

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

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

enrollment procedures and dates of the enrollment period of the charter school. All agreements regarding the release of the charter school from school district policies must be contained in the contract. The Department of Education shall develop a contract template to be used by charter schools and the sponsor. The template must serve as a foundation for the development of a contract between the charter school and the sponsor.

(C) A material revision of the terms of the contract between the charter school and the sponsor 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; and
- (3) submit a letter of intent and a written charter school application to the board of trustees or area commission from which the committee is seeking sponsorship.

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

(1) submit a letter of intent and 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, based on an application template with compliance guidelines developed by the State Department of Education, must include:

- (1) an executive summary, not to exceed two pages;
- (2) 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;

(3) the goals, objectives, and academic performance standards to be achieved by the charter school, and a description of the charter school's admission policies and procedures;

(4) evidence that an adequate number of parents or legal guardians with students eligible to attend the proposed school pursuant to Section 59-40-50 support the formation of a charter school and justify the projected per pupil allocation in the application budget;

(5) a description of the charter school's educational program, including how it will meet or exceed the academic performance standards and expectations, including academic standards adopted by the State Board of Education and how the instructional design, learning environment, class size and structure, curriculum, and teaching methods enable each pupil to achieve these standards;

(6) 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;

(7) 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 sponsor, is to be conducted;

(8) a description of the governance and operation of the charter school, including a detailed school start-up plan, resumes and background information on the charter committee members, the capacity and experience of the school leadership and management team, any involvement with the replication of existing successful public charter schools, any proposed management company or educational service provider responsibilities, and the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;

(9) 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;

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

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

(12) an explanation of the relationship that shall exist between the proposed charter school and its employees, including a staffing chart aligned with the budget and student enrollment projections, descriptions of evaluation procedures, and evidence that the terms and conditions of employment have been addressed with affected employees;

(13) 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, Title 59 apply to the employment and dismissal of teachers at the charter school;

(14) 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;

(15) 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 sponsor, 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

(16) 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.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2012 Act No. 164, Section 7, eff May 14, 2012; 2014 Act No. 288 (H.3853), Section 3, eff June 12, 2014.

**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 charter school's sponsor 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 Department of Education's virtual education 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.

HISTORY: 2007 Act No. 26, Section 2, eff May 15, 2007; 2013 Act No. 84, Section 2, eff June 13, 2013; 2014 Act No. 288 (H.3853), Section 9, eff June 12, 2014.

**SECTION 59-40-70.** Application requirements; hearing; appeal.

(A)(1) An applicant shall submit a letter of intent at least ninety days before submitting an application to the board of trustees or area commission from which it is seeking sponsorship and a copy to the South Carolina Department of Education.

(2) An applicant shall submit the application to the board of trustees or area commission from which it is seeking sponsorship and one copy to the South Carolina Department of Education. In the case of the South Carolina Public Charter School District or a public or independent institution of higher learning sponsor, 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 school district or the public or independent institution of higher learning from which the applicant is seeking sponsorship may request clarifying information from the applicant. The State Department of Education shall provide guidance on compliance to both sponsors and applicants.

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

(B) The board of trustees or area commission 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 ninety days after receiving the application. If there is no ruling within ninety days, the application is considered approved. Once the application has been approved by the board of trustees or area commission, 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 board of trustees or area commission shall deny an application only 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, or if, based on the totality of information provided by the applicant, the board of trustees or area commission determines that the applicant has failed to demonstrate a substantial likelihood that it has the capacity to establish a viable school based on national industry standards of quality charter school authorization. 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.

(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 board of trustees or area commission 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 board of trustees or area commission 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 board of trustees or area commission 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 board of trustees or area commission 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 board of trustees or area commission approves the application, it becomes the charter school's sponsor and shall sign the approved application. The sponsor shall submit a copy of the charter contract to 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 or a public or independent institution of higher learning sponsor 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 or the public or independent institution of higher learning in accordance with an order of the state board.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2008 Act No. 239, Sections 3, 4, 5, eff May 21, 2008; 2012 Act No. 164, Section 8, eff May 14, 2012; 2014 Act No. 288 (H.3853), Section 4, eff June 12, 2014.

**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.

**HISTORY:** 2006 Act No. 274, Section 1, eff May 3, 2006.

**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.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006.

**SECTION 59-40-90.** Appeal to Administrative Law Court.

A final decision of the school district or a public or independent institution of higher learning sponsor may be appealed by any party to the Administrative Law Court as provided in Sections 1-23-380(B) and 1-23-600(D).

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2006 Act No. 387, Section 45, eff July 1, 2006; 2008 Act No. 239, Section 6, eff May 21, 2008; 2014 Act No. 288 (H.3853), Section 5, eff June 12, 2014.

**SECTION 59-40-100.** Conversion to charter school; employees; occupancy; sponsors; unlawful reprisals.

(A)(1) Subject to item (2), 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.

(2)(a) In addition to the vote requirements required in item (1), if a proposed conversion school has outstanding general obligation bond debt owed on it and that debt is resulting from an ordinance originally authorizing the bonds, and the original authorization was no more than ten years prior to the proposed conversion, and the bonds were specifically issued for the construction or improvement of the proposed conversion school, the school may be converted into a charter school only upon a majority vote of the local school board of trustees.

(b) In addition to the vote requirements required in item (1), if a proposed conversion school has outstanding general obligation bond debt owed on it and that debt is resulting from a referendum originally authorizing the bonds, and the original authorization was no more than ten years prior to the proposed conversion, and the bonds were specifically issued for the construction or improvement of the proposed conversion school, the school may be converted into a charter school only upon a two-thirds vote of the local school board of trustees.

(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. Thereafter, students who reside within the former attendance area of that public school must be given enrollment priority.

(D) All employees of a converted school shall remain employees of the local school district, the South Carolina Public Charter School District, or the public or independent institution of higher learning sponsor with the same compensation and benefits including any future increases. The converted charter school quarterly shall reimburse the local school district, the South Carolina Public Charter School District, or the public or independent institution of higher learning sponsor for the compensation and employer contribution benefits paid to or on behalf of these employees and also provide to the sponsor 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, Title 59 apply to the employment and dismissal of teachers at a converted school.

(E) For the duration of a converted charter school's contract with a sponsor, a converted charter school shall have the right to retain occupancy and use of the school's facility or facilities and all equipment, furniture, and supplies that were available to the school before it converted, in the same manner as before the school converted, with no additional fees or charges.

(F) The South Carolina Public Charter School District or a public or independent institution of higher learning may not sponsor a public school to convert to a charter school. However, the South Carolina Public Charter School District or a public or independent institution of higher learning 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.

(G) A governing board or a school district employee who has control over personnel actions shall not take unlawful reprisal against another employee of the school district because the employee is directly or indirectly involved in an application to establish a charter school. A governing board or a school district employee shall not take unlawful reprisal against an educational program of the school or the school district because an application to establish a charter school proposes the conversion of all or a portion of the educational program to a charter school.

As used in this subsection, "unlawful reprisal" means an action that is taken by a governing board or a school district employee as a direct result of a lawful application to establish a charter school and that is adverse to another employee or education program and:

- (1) with respect to a school district employee, results in:
  - (a) disciplinary or corrective action;
  - (b) detail, transfer, or reassignment;
  - (c) suspension, demotion, or dismissal;
  - (d) an unfavorable performance evaluation;

(e) a reduction in pay, benefits, or awards;  
(f) elimination of the employee's position without a reduction in force by reason of lack of monies or work; or

(g) other significant changes in duties or responsibilities that are inconsistent with the employee's salary or employment classification; and

(2) with respect to an educational program, results in:

(a) suspension or termination of the program;

(b) transfer or reassignment of the program to a less favorable department;

(c) relocation of the program to a less favorable site within the school district; or

(d) significant reduction or termination of funding for the program.

(H) A special public school that is funded directly by the State of South Carolina and, therefore, is not associated with a public school district may apply to become a public charter school if it serves as a professional development school for an institution of higher learning's teacher education program. If a special public school becomes a public charter school pursuant to this subsection, the provisions of Section 59-127-75 do not apply.

Notwithstanding any other provision of law, if the qualifying special public school becomes a public charter school, it shall be deemed not to be a converted charter school.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2012 Act No. 164, Section 9, eff May 14, 2012; 2013 Act No. 59, Section 2.A, eff June 12, 2013.

**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 one hundred twenty calendar days before the end of the school year for the term of the charter contract, 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;

(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; and

(3) any proposed material changes to the current charter or charter school contract to be implemented in the next ten-year charter term.

(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, performance expectations, or procedures provided for in the charter application or charter school contract, or both;

(2) failed to meet the academic performance standards and expectations as defined in the charter application or charter school contract, or both;

(3) failed to maintain its books and records according to generally accepted accounting principles or failed to create an appropriate system of internal control, or both; or

(4) violated any provision of law from which the charter school was not specifically exempted.

(D) A sponsor summarily may revoke any charter school that is determined by the sponsor to pose an imminent threat of harm to the health or safety of students, or both, based on documented and clear and convincing data.

(E) Any charter school shall automatically and permanently close at the conclusion of the school year in which the school first becomes subject to automatic closure for receiving the lowest performance level rating as defined by the federal accountability system for three consecutive years beginning with student achievement data from the 2013-2014 school year. The determination of closure is considered final. Automatic closure shall not apply to any charter school serving fifty percent or more students with disabilities or any charter school designated as an Alternative Education Campus (AEC) by its sponsor as outlined in Section 59-40-111.

(F) 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.

(G) 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 of this section.

(H) 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.

(I) 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 this section and the sponsor 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.

(J) 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. Upon appeal to the Administrative Law Court, there is no automatic stay of the revocation or nonrenewal decision. Pending resolution of the appeal, the charter school also may move before the Administrative Law Court for imposition of a stay of the revocation or nonrenewal on the grounds that an unusual hardship to the charter school will result from the execution of the sponsor's decision.

(K) Prior to any public charter school closure, the sponsor shall develop a public charter school closure protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property, and net assets in accordance with the requirements of this chapter. The protocol shall specify tasks, timelines, and responsible parties, including delineating the respective duties of the school and the sponsor. In the event of a public charter school closure for any reason, the sponsor shall oversee and work

with the closing school to ensure a smooth and orderly closure and transition for students and parents, as guided by the closure protocol.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2008 Act No. 239, Sections 1, 7, eff May 21, 2008; 2012 Act No. 164, Section 10, eff May 14, 2012; 2014 Act No. 288 (H.3853), Section 6, eff June 12, 2014.

**SECTION 59-40-111.** Alternative Education Campus designation.

(A) For purposes of this chapter, an Alternative Education Campus (AEC) is any charter school with an explicit mission as outlined in its charter to serve an enrolled student population with:

(1) severe limitations that preclude appropriate administration of the assessments administered pursuant to federal and state requirements;

(2) fifty percent or more of students having Individualized Education Programs (IEPs) in accordance with federal regulations; or

(3) eighty-five percent or more of enrolled students meeting the definition of a “high-risk” student including students who:

(a) have been adjudicated as juvenile delinquents or who are awaiting disposition of charges that may result in adjudication;

(b) have dropped out of school or who have not been continuously enrolled and regularly attending any school for at least one semester before enrolling in this school;

(c) have been expelled from school or who have engaged in behavior that would justify expulsion;

(d) have documented histories of personal drug or alcohol use or who have parents or guardians with documented dependencies on drugs or alcohol;

(e) have documented histories of personal street gang involvement or who have immediate family members with documented histories of street gang involvement;

(f) have documented histories of child abuse or neglect;

(g) have parents or guardians in prison or on parole or probation;

(h) have documented histories of domestic violence in the immediate family;

(i) have documented histories of repeated school suspensions;

(j) are under the age of twenty years who are parents or pregnant women;

(k) are homeless, as defined in the McKinney-Vento Homeless Assistance Act; or

(l) have a documented history of a serious psychiatric or behavioral disorder including, but not limited to, an eating disorder or a history of suicidal or self-injurious behaviors.

(B) Such schools must be classified as AECs by their sponsor.

(C) A high-poverty rating alone shall not qualify any charter school for status as an AEC.

(D) Charter school applicants seeking such a designation shall provide sufficient information in their charter application to allow the authorizer to make a determination as to whether that classification applies.

(E) Charter schools already in operation may seek AEC classification by petitioning their sponsor.

(F) Charter schools receiving an AEC designation either before or after opening, shall be held to applicable state and federal accountability standards along with the academic performance standards and expectations established by written agreement between the sponsor and the school that takes into account the school’s specialized mission and student population.

HISTORY: 2014 Act No. 288 (H.3853), Section 1, eff June 12, 2014.

**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.

HISTORY: 2006 Act No. 274, Section 1, eff May 3, 2006; 2008 Act No. 239, Section 2, eff May 21, 2008; 2014 Act No. 288 (H.3853), Section 7, eff June 12, 2014.

**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.

HISTORY: 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006.

**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.

HISTORY: 2006 Act No. 274, Section 1, eff May 3, 2006.

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

(A)(1) 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.

(2) Notwithstanding the provisions of item (1) and subject to the provisions of subsection (B), a charter school employing after June 30, 2006, an individual on leave from a local school district shall participate in the South Carolina Retirement Systems as a covered employer with respect to that employee on leave through the earlier of the date the employee on leave returns to

employment by the district or June 30, 2011, and only if the charter school and the employee have made required employer and employee contributions to the South Carolina Retirement Systems from the employee's date of employment with the charter school.

(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.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2012 Act No. 164, Section 14, eff May 14, 2012.

**SECTION 59-40-140.** Funds; services; reports.

(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. After verification of student attendance on the fifth day of school at the beginning of each school year, the State Department of Education shall distribute funds to school districts with charter schools: (i) having approved incremental growth and expansion as provided in their charter application; or (ii) for opening of new charter schools in the current fiscal year. These funds must be released to districts on behalf of their charter schools no later than fifteen days after receipt of verified enrollment. Districts shall provide this funding to eligible charters no later than thirty days after receipt from the Department of Education. Necessary adjustments due to enrollment changes must be made pursuant to the Education Finance Act.

(B) The South Carolina Public Charter School District or public or independent institution of higher learning sponsor shall receive and distribute state funds to the charter school as provided by the General Assembly.

(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 sponsor 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 or staff serving them must be directed to the sponsor. After receipt of federal or state categorical aid funds, sponsors shall, within ten business days, supply to the charter school the proportional share of each categorical fund for which the charter school qualifies. If the sponsor fails to do so, the Department of Education may fine the sponsor an amount equivalent to the withheld amounts. Fines imposed must be remitted to the charter school from which the amounts were withheld.

(E) All services centrally or otherwise provided by the sponsor 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 and must be outlined in the contract required pursuant to Section 59-40-70(F), except as otherwise provided or required by law.

(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 sponsor shall compile those reports into a single document which must be submitted to the department. The Department of Education shall develop a template to be used by charter schools for this annual report. The report shall provide all information required by the sponsor or the department and shall include, at a minimum:

- (1) the number of students enrolled in the charter school from year to year;
- (2) the success of students in achieving the specific educational goals for which the charter school was established;
- (3) an analysis of achievement gaps among major groupings of students in both proficiency and growth;
- (4) the identity and certification status of the teaching staff;
- (5) the financial performance and sustainability of the sponsor's charter schools; and
- (6) board performance and stewardship including compliance with applicable laws.

(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 provided by law or otherwise, 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 state and local taxation, except the sales tax, on their earnings and property whether owned or leased. Instruments of conveyance to or from a charter school are exempt from all types of taxation of local or state taxes and transfer fees.

(L) Notwithstanding the above provisions of this section, this subsection applies to converted charter schools that converted into a charter school after the effective date of this act. For

purposes of computing the funding for any year to be provided a converted charter school under the provisions of this section, the computations required shall be made as provided in this section based on the previous year's revenues, expenditures, and other applicable factors pertaining to that particular converted charter school, and also then shall be made as provided in this section for the year immediately preceding the previous year based on the revenues, expenditures, and other applicable factors for that year pertaining to that particular converted charter school. The funding of the converted charter school for the initial year shall be the average of the weighted per pupil unit funding computed for these two prior years, and funding for the converted charter school after the initial year shall be provided by the school district in the same manner as regular public schools in the district.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2012 Act No. 164, Section 11, eff May 14, 2012; 2014 Act No. 208 (H.4871), Section 1, eff June 2, 2014.

**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.

**HISTORY:** 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006.

**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.

**HISTORY:** 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006.

**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.

HISTORY: 2006 Act No. 274, Section 1, eff May 3, 2006.

**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.

HISTORY: 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006.

**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.

HISTORY: 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006.

**SECTION 59-40-175.** Facility revolving loan program.

There is created in the state treasury the Charter School Facility Revolving Loan Program. This loan program is comprised of federal funds obtained by the state for charter school facilities, other funds appropriated or transferred to the fund by the state, and privately donated funds. Funds deposited to the Charter School Facility Revolving Loan Program must remain available for the purposes of the program until appropriated or reverted by the General Assembly. The State Treasurer may approve loans from monies in the Charter School Revolving Loan Program to a charter school, upon application by the charter school. Money loaned to a charter school pursuant to this section must be used for construction, purchase, renovation, and maintenance of public charter school facilities. The State Treasurer shall establish guidelines and procedures for application, approval, allocation, and repayment regarding loans from these monies. The Office of State Treasurer may be reimbursed from the program for costs associated with the administration of these loans.

HISTORY: 2012 Act No. 164, Section 2, eff May 14, 2012.

**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 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.

HISTORY: 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2008 Act No. 239, Section 8, eff May 21, 2008; 2014 Act No. 288 (H.3853), Section 8, eff June 12, 2014.

**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 local school district, sponsor, members of the board or area commission 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.

HISTORY: 1996 Act No. 447, Section 2; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2012 Act No. 164, Section 12, eff May 14, 2012.

**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.

HISTORY: 2002 Act No. 341, Section 1; 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006.

**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; provided, however, that if the enrollment of the converted private school for the most recently completed school term before the date of the proposed conversion to a charter school reflects the racial composition of the local school district in which the converted private school is located, the provisions of this section prohibiting the private school from opening as a charter school for a period of twelve months do not apply. However, the provisions of Section 59-40-70(D) continue to apply to a private school which was not required to close for a period of twelve months after its conversion to a charter school.

HISTORY: 2002 Act No. 341, Section 1; 2006 Act No. 274, Section 1, eff May 3, 2006; 2013 Act No. 59, Section 1, eff June 12, 2013.

**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. This prohibition does not extend to local funds received by the district on behalf of sponsored charter schools pursuant to Section 59-40-140(B).

(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.

HISTORY: 2006 Act No. 274, Section 1, eff May 3, 2006; 2012 Act No. 164, Section 15, eff May 14, 2012.

**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 nine 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) five to be appointed by the Governor upon the recommendation of the:
  - (a) South Carolina Association of School Administrators;

- (b) South Carolina Chamber of Commerce;
- (c) South Carolina Education Oversight Committee;
- (d) South Carolina School Boards Association; and
- (e) South Carolina Alliance of Black Educators.

The seven 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 (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.

HISTORY: 2006 Act No. 274, Section 1, eff May 3, 2006; 2012 Act No. 164, Section 13, eff May 14, 2012.

**SECTION 59-40-235.** Geographical boundaries.

The geographical boundaries from which a charter school sponsored by a public or independent institution of higher learning may accept students are the same as the boundaries of the State of South Carolina.

HISTORY: 2012 Act No. 164, Section 3, eff May 14, 2012.

**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.

HISTORY: 2006 Act No. 274, Section 1, eff May 3, 2006.

Annual Report



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

# Implementation Year One Sub-grantee Annual Report

| <b>Status Report of the Proposal:</b>                                  |           |
|--|-----------|
| <b>Where are you in the development/growth of your charter school?</b> | Response: |

| <b>Fulfillment of the Need:</b>              |           |
|--|-----------|
| <b>Why are you doing what you are doing?</b> | Response: |

| <b>Educational Program/Curriculum:</b>   |           |
|--|-----------|
| Please provide a brief summary of unique elements in your educational program (program overview)                               | Response: |
| State whether or not any significant changes or modifications were made to the educational program since the charter approval. | Response: |

| <b>Admissions Procedures § 59-40-150:</b>                     |           |
|---|-----------|
| Please provide a brief summary of your admission procedures.  | Response: |
| What is your total enrollment at present?                     | Response: |
| Do you have plans to expand or increase the enrollment slots? | Response: |

| <b>Assessment and Measurement:</b>             |           |
|--|-----------|
| How are you measuring success for those goals? | Response: |

| <b>Status in Developing a High Quality Charter School:</b> |           |
|--|-----------|
| What strengths and weaknesses does the assessment show?    | Response: |
| How will you be addressing the deficiencies?               | Response: |

|   |           |
|---|-----------|
|   |           |
| <b>Delivery of Special Needs Services:</b>  |           |
| Describe any concerns or issues your school is facing regarding the delivery of special needs services. | Response: |
| <b>Assessment and Measurement:</b>  |           |
| How are you measuring success for those goals?  | Response: |

| <b>Facilities:</b>   |           |
|--|-----------|
| Has the school experienced any issues with the current facility during this year of operation? | Response: |
| Has the SCDE OSF been notified of any renovations/additions/changes of location, etc.?         | Response: |
| Provide documentation of any such changes.   | Response: |

| <b>Sponsor Relationship:</b>  |           |
|---|-----------|
| Have you been notified by your authorizer of training relevant to your staff, such as Common Core, RTI, ADEPT, etc. | Response: |
| Have any services been provided to you by your authorizer, either for free or at cost?                              | Response: |
| Please indicate any service received and fees paid, if applicable.  | Response: |

| <b>SCDE Relationship:</b>  |           |
|--|-----------|
| Have you been notified of and participated in trainings by the SCDE?                                   | Response: |
| Have you had ongoing technical assistance from either the CSP department or other offices at the SCDE? | Response: |

| <b>Administrator/Teacher Vacancy:</b>  |           |
|--|-----------|
| Insert a table containing all administrative and/or teacher vacancies, including grade level and content area. | Response: |

| <b>Teacher Certification:</b> |  |
|-------------------------------|--|
|                               |  |
|                               |  |
|                               |  |
|                               |  |

| <b>Governance:</b>  |
|---|
| Provide documentation of board members who have completed the required board training offered by SC-CAN or SCP CSA. |
| Provide dates of last board elections as well as names and contact information for current board members.           |

**School Leader Reflection Final**  
Please answer the following questions in narrative form:

**Success: List the major accomplishments achieved during the Planning Year.**

|  |
|--|
|  |
|--|

**Challenges: What challenges currently face the charter school and governing board?**

|  |
|--|
|  |
|--|

**Support: What support do you need to address current challenges? What supports are needed to sustain current accomplishments?**

|  |
|--|
|  |
|--|

Risk Assessment Questionnaire

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|  |
|--|
|  |
|--|

| <b>Teachers:</b>  | <b>Number</b> |
|---|---------------|
| <b>Anticipated Number of Teachers Full Time</b>           |               |
| <b>Anticipated Number of Teachers Part Time</b>           |               |
| <b>Anticipated Number of Teachers Full Time Certified</b> |               |
| <b>Anticipated Number of Teachers Part Time Certified</b> |               |
| <b>Anticipated Number of Instructional Staff (other)</b>  |               |

Report completed by: \_\_\_\_\_ **Print Name**                      **Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_                      **Title:** \_\_\_\_\_



# Contract Template

## A Template for South Carolina Charter School/Sponsor Contracts

### Background

*Pursuant to the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-60, a contract between a charter school and its sponsor must be executed, and the South Carolina Department of Education (SCDE) must develop a template for the contract, which will serve as a foundation for the development of a contract between the charter school and the sponsor.*

*The following template is intended to assist charter schools and sponsors in developing contracts that encompass all of the requirements set forth in South Carolina law: (1) all provisions outlined in the charter application; (2) the roles, powers, responsibilities, and performance expectations for each party to the contract; (3) the proposed enrollment procedures and dates of the enrollment period of the charter school; and (4) all agreements regarding the release of the charter school from school district policies. The template was designed to include only material charter application and contract provisions, namely those required by the law. However, this template should not be considered a substitute for independent review or legal advice. Sponsors and charter schools should carefully review the contract template and adjust this template to meet their individual needs.*

*The term "Sponsor" is used throughout the document so as to include the three types of charter school sponsors currently allowed under state law: the South Carolina Public Charter School District Board of Trustees, the local school board of trustees in which the charter school is to be located, and a public institution of higher learning or an independent institution of higher learning. Every effort was made to suggest contract language that is user-friendly, concise, and appropriate for all three types of sponsors. However, use of the template and development of the school/sponsor contract necessitates awareness of the unique circumstances of both parties.*

## Contents

### Section One: Introduction and Recitals

Section One of the contract outlines the series of events leading up to the approval of the charter school's charter application and the execution of a contract with the sponsor. If the contract constitutes a charter renewal agreement, it should detail the renewal process and reference the previous contract(s).

Sample language could be as follows: *This Contract, effective the\_\_ day of mm, 20\_\_, is made and entered into between ABC Charter School, a public charter school organized as a nonprofit corporate entity (the "School") and XYZ Sponsor, (insert: the South Carolina Public Charter School District Board of Trustees, the local school board of trustees in which the charter school is to be located, or a public institution of higher learning or an independent institution of higher learning) from which the School requested its charter and which granted approval for the School's existence (the "Sponsor") (collectively, the "Parties").*

- 1.1 Reference to the South Carolina Charter School Act.** Sample language could be as follows: *WHEREAS, the South Carolina General Assembly has enacted the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-10, et seq., for certain purposes as enumerated in S.C. Code Ann. § 59-40-20.*
- 1.2 Reference the submission date of the charter application.** Sample language could be as follows: *WHEREAS, on mm/dd/yyyy, an Application was submitted by the planning committee of the School for formation of a public charter school as part of the Sponsor. Note if the application was amended, add the following: The Application was amended on mm/dd/yyyy and mm/dd/yyyy.*
- 1.3 Reference to approval date.** Sample language could be as follows: *WHEREAS, on mm/dd/yyyy, the Sponsor approved the School's charter application and granted the School a charter for an initial term of ten years; NOW THEREFORE, in consideration of the foregoing Recitals and the mutual understandings, releases, and covenants contained herein, the Parties agree as follows:*
- 1.4 Reference to previous agreement(s).** This may or may not be applicable to the parties.

### Section Two: Establishment of School

Section Two of the contract provides for the foundations of the contract: charter term, charter status, and charter pre-opening conditions. The pre-opening conditions are essential to ensuring that charter schools do not open until they are ready to do so. Charter schools must satisfy the conditions and timelines set by the sponsor to demonstrate the readiness and capacity to operate.

- 2.1 Charter term.** Sample language could be as follows: *This Contract is effective as of mm/dd/yyyy and shall continue through mm/dd/yyyy. Although this Contract is for operation of the Charter School for a period of ten (10) years, any financial commitment on the part of the Sponsor contained in this Contract is subject to ....*
- 2.2 Legal status.** Sample language could be as follows: *The School is incorporated as a South Carolina non-profit corporation. The School shall continue to operate as a South Carolina non-profit corporation during the term of this contract and shall assure that its operation is in accordance with its articles of incorporation and bylaws. The School shall notify the District promptly of any change in its corporate status.*

*The School is organized and maintained as a separate legal entity from the Sponsor for all purposes of this Contract. As provided by S.C. Code Ann. § 59-40-40(2), the School is a public school and (insert one of the following three*

**phrases: (1)** part of the South Carolina Public Charter School District; **(2)** part of the **(insert: name of local school district)**; or **(3)** is sponsored by a public or independent institution of higher learning). Notwithstanding its existence as a separate legal entity, the educational programs conducted by the School are considered to be operated by the School as part of the Sponsor. As such, the School is subject to South Carolina laws and regulations as well as school district policies that apply to all public schools unless waived in accordance with Section 5.5 of this Contract. Further, the School is a public body within the meaning of S.C. Code Ann. § 30-4-20 and is therefore subject to the South Carolina Freedom of Information Act.

**2.3 Pre-opening conditions.** Sample language could be as follows: *The School shall meet all of the Pre-Opening Conditions described in Attachment \_\_ by the identified dates. Failure to timely fulfill any material term of the Pre-Opening Conditions shall be considered a material violation of conditions, standards, or procedures provided for in the Contract and shall be grounds for Sponsor intervention or revocation of the Charter pursuant to Section 12.3 (may be different sections) of the Contract. The Sponsor may waive or modify the restrictions contained therein or may grant the School an additional planning year upon good cause shown.*

**Note: Section 2.3 only applies to a new charter school.**

### **Section Three: Sponsor/School Relationship**

Section Three of the Contract describes the school-sponsor relationship. In accordance with S.C. Code Ann. § 59-40-60(B), the Contract must reflect the roles, powers, responsibilities, and performance expectations for each party to the contract. This section clarifies the rights and responsibilities of both parties to reflect a balance of autonomy and accountability. Each requirement enumerated in this section should be necessary for the success of the school and its students. Provisions for the resolution of disputes that concern the implementation of the contract should be included and should encourage informal dispute options such as informal meetings between the parties and facilitation.

#### **3.1 Sponsor responsibilities, roles, powers, and performance expectations.**

Sample language could be as follows: *Pursuant to S.C. Code Ann. § 59-40-40 (4), the Sponsor is the School's Local Education Agency (LEA) and the School is a school within that LEA.*

- A. Right to review.** Sample language could be as follows: *The School shall operate under the auspices of, and shall be accountable to, the Sponsor and subject to, unless specifically waived or delegated pursuant to this Contract, all applicable federal and state laws and regulations, including State Board of Education (SBE) policies and regulations. All records established and maintained in accordance with the provisions of this Contract, SBE policies and regulations, and federal and state law and regulations shall be open to inspection and review and made available in a timely manner to Sponsor officials who have legitimate educational interests in such records within the meaning of the Family Educational Rights and Privacy Act (FERPA). Records include, but are not limited to, the following:*
- i. School records including, but not limited to, student cumulative files, policies, special education, and related services;*
  - ii. Financial records;*
  - iii. Educational program, including test administration procedures and student protocols;*
  - iv. Personnel records, including evidence criminal background checks have been conducted;*
  - v. School's operations, including health, safety, and occupancy requirements; and*
  - vi. Inspection of the facility.*

*Further, the Sponsor may make announced or unannounced visits to the School to fulfill its oversight responsibilities. Except in emergencies, and when directed by the Sponsor's Superintendent, visits should be pre-arranged in a professional manner to avoid needless disruption of the educational process.*

- B. School health or safety issues.** Sample language could be as follows: *The Sponsor shall immediately notify the School of any circumstances requiring School closure, lockdown, emergency drills, or any other action that may affect School health or safety.*
- C. Access to data and information.** Sample language could be as follows: *The Sponsor shall timely provide the School with access to any data and information pertaining to the School that it receives from the State or other sources including but not limited to test scores, federal and state accountability data, special education, and funding information.*
- D. Access to student records (if applicable).** Sample language could be as follows: *The Sponsor shall timely make available to the School cumulative files and/or student information, including but not limited to information regarding special education and related services for students of the School. The School shall use such information exclusively for the fulfillment of its educational responsibilities or for compliance with the law and shall not use student information acquired from the Sponsor for any other purpose.*
- E. Oversight and Monitoring.** Sample language could be as follows: *In accordance with S.C. Code Ann. § 59-40-55, the Sponsor shall*
  - i. Monitor, in accordance with the terms of the Contract, the performance and legal/fiscal compliance of the School to include collecting and analyzing data to support ongoing evaluation according to the Contract.*
  - ii. Conduct or require oversight activities that enable the Sponsor to fulfill its responsibilities outlined in the law, including conducting appropriate inquiries and investigations, only if those activities are consistent with the law, adhere to the terms of the contract, and do not unduly inhibit the autonomy granted to public charter schools.*
  - iii. Collect in accordance with S.C. Code Ann. § 59-40-140(H), an annual report from the School and submit the report to the South Carolina Department of Education (SCDE).*
  - iv. Notify the School of perceived problems when its performance or legal compliance is unsatisfactory and provide a reasonable opportunity for the school to remedy the problem, unless the problem warrants revocation and revocation timelines apply.*
  - v. Take appropriate actions and exercise sanctions short of revocation, in response to deficiencies in School performance or legal compliance. These actions or sanctions may include requiring the School to develop and execute a corrective action plan within a specified timeframe.*
  - vi. Determine whether the School's charter merits renewal, nonrenewal, or revocation.*

### **3.2 School responsibilities, roles, powers, and performance expectations. (S.C. Code Ann. § 59-40-60(B))**

*Pursuant to S.C. Code Ann. § 59-40-20 (4), the Sponsor is the School's local education agency (LEA) and the School is a school within that LEA.*

- A. Records.** Sample language could be as follows: *The School agrees to comply with all federal, state, and Sponsor record-keeping requirements including those pertaining to students, governance, and finance. This includes maintaining up-to-date information about enrolled students in the Sponsor's student information system (SIS). In addition, the School shall ensure that records for students enrolling in other schools are transferred in a timely manner. Financial records shall be posted in accordance with the \_\_\_ and reconciled at least (frequency). All records shall be maintained at the School and shall be open to inspection, consistent with law, during reasonable business hours. The School further agrees to assist the Sponsor in accessing or reviewing any records as part of its oversight responsibility or to address its compliance requirements.*

**B. Notification provided to the District.**

- i. **Timely notice.** Sample language could be as follows: *The School shall timely notify the Sponsor (and other appropriate authorities) in the following situations:*
  - 1. *the discipline of employees at the School arising from misconduct or behavior that may have resulted in harm to students or others, or that constituted serious violations of law; or*
  - 2. *any complaints filed against the School by any governmental agency.*
  
- ii. **Immediate notice.** Sample language could be as follows: *The School shall immediately notify the Sponsor of any of the following:*
  - 1. *conditions that may cause it to vary from the terms of this Contract, applicable Sponsor requirements, federal, and/or state law;*
  - 2. *any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood, or other weather-related event, other extraordinary emergency, or destruction of or damage to the School facility;*
  - 3. *arrest of any members of the School board or School employees for a crime punishable as a felony or any crime related to the misappropriation or theft of funds;*
  - 4. *misappropriation of funds;*
  - 5. *default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or*
  - 6. *any change in its corporate status with the South Carolina Secretary of State's Office as a nonprofit corporation.*

**C. Compliance.** Sample language could be as follows: *The School shall comply with all applicable federal and state laws, local ordinances, and Sponsor policies applicable to charter schools, except to the extent that the School has obtained waivers from Sponsor policies in accordance with Section 5.5. A list of some, but not all, of the federal and state laws with which the School must comply are listed in Attachment \_\_\_.*

- i. **Reports.** Sample language could be as follows: *The School shall timely provide to the Sponsor any reports necessary and reasonably required for the Sponsor to meet its oversight and reporting obligations. Required reports include, but are not limited to, those listed below along with projected due dates. Timely notification shall be provided when due dates are changed. The Sponsor shall annually update the list of required reports and due dates and provide this information to the School. Failure to provide reports within ten (10) days after the date due is a material violation of the Contract, and the Sponsor may take actions as outlined in Section 3.4.*
  
- ii. **Annual Report.** Sample language could be as follows: *The School shall annually provide the District with a report no later than December 31. In accordance with S.C. Code Ann. § 59-40-140(H), the report shall include all information required by the Sponsor and/or the SCDE and shall include, at a minimum, (1) the number of students enrolled in the School from year to year; (2) the success of students in achieving the specific educational goals for which the School was established; (3) an analysis of achievement gaps among major groupings of students in both proficiency and growth; (4) the identity and certification status of the teaching staff; (5) the financial performance and sustainability of the School; and (6) School board performance and stewardship including compliance with applicable laws.*
  
- iii. **Required financial reports** (e.g., projected enrollment, annual independent audit, pupil and student accounting) mm/dd.

- iv. **Student data.** Sample language could be as follows: *The School shall maintain accurate and up-to-date student records in the provided SIS. Data supplied to the Sponsor shall fulfill all federal and state reporting requirements and deadlines. Data and documents submitted to the Sponsor shall be in formats compatible with those used by the Sponsor.*
  - v. **School calendar**—mm/dd.
  - vi. **Health and safety information** (including report of previous year’s fire drills and updated emergency plans, emergency contact information, etc.)—mm/dd. Sample language could be as follows: *Pursuant to S.C. Code Ann. § 59-40-50 (B)(1), the School shall adhere to the same health and safety requirements as are applied to public schools operating in the (insert either same school district for district sponsors or in the case of the South Carolina Public Charter School District or a public or independent institution of higher learning sponsor, the local school district in which the charter school is located).*
  - vii. **Governance information/School Board membership** (i.e., names/contact info, including residency terms, names of members who have a background in K–12 education or business, and names of members who have been elected by the employees and the parents/guardians of students enrolled in the School pursuant to S.C. Code Ann. § 59-40-50 (B)(9))—mm/dd.
  - viii. **Signed School Board member conflict of interest disclosures**—mm/dd.
  - ix. **Current bylaws**—within ten (10) days after any changes.
  - x. **Current articles of incorporation**—within ten (10) days after any changes.
  - xi. **Insurance certification**—mm/dd.
- D. **Academic Achievement.** Sample language could be as follows: *The School shall make reasonable progress towards meeting or exceeding the performance goals as described in its charter application. In accordance with SBE Regulation 43-601, the School shall demonstrate that student academic achievement is improving and shall provide evidence of increased student academic achievement for all students described in Section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA).*
- E. **Nonreligious, Nonsectarian Status.** Sample language could be as follows: *The School shall operate in all respects, as a nonreligious, nonsectarian, public charter school. The School shall not ...*
- F. **Nondiscrimination.** Sample language could be as follows: *The School shall adhere to the same civil rights and disability rights requirements as are applied to public schools operating in the (insert either same school district for district sponsors or in the case of the South Carolina Public Charter School District or a public or independent institution of higher learning sponsor, the local school district in which the charter school is located).*
- G. **Indemnification.** Sample language could be as follows: *Pursuant to S.C. Code Ann. § 59-40-60(F)(14) and SBE Regulation 43-601, the School shall assume the liability for the activities of the School and must agree to indemnify and hold harmless the Sponsor and 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 School, its agents, and its employees in connection with or arising out of the activity of the School.*
- H. **Insurance.** Sample language could be as follows: *Pursuant to S.C. Code Ann. § 59-40-60(F)(15) and SBE Regulation 43-601, the School shall maintain liability insurance from a South Carolina licensed insurance*

company or the state insurance reserve fund that at a minimum covers the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp.2001)). The School shall obtain insurance protecting the School and its board, employees, volunteers, and the Sponsor, where appropriate, consisting of workers' compensation, liability, property, indemnity, automotive, and.... Minimum coverages for the current school year are listed below:

*The Sponsor shall provide timely notice if coverage limits are changed. Insurance terms and conditions must be reasonably acceptable to the Sponsor and underwritten by insurers that are (insert qualifications here). The School shall provide certificates of insurance to the Sponsor by mm/dd annually. All of the School's insurance policies purchased by the School shall state that coverage shall not be suspended, voided, cancelled, reduced in coverage or in limits, except after forty-five (45) days prior written notice by certified mail, return receipt requested, has been given to the Sponsor. The School shall notify the Sponsor within ten (10) days if for any reason there is a lapse in insurance coverage. The School is solely responsible for any deductibles payable under the policies purchased by the School.*

**I. Attendance.** Sample language could be as follows: *Pursuant to S.C. Code Ann. § 59-40-50(B)(2), the School shall meet, but may exceed, the same minimum student attendance requirements as are applied to all public schools.*

**3.3 Dispute resolution procedures.** Sample language could be as follows: *All disputes arising out of the implementation of this Contract shall be subject to the dispute resolution process set forth in this Section, unless specifically otherwise provided....*

**3.4 School violations of law, charter, or this Contract.** Sample language could be as follows: *The School is subject to nonrenewal or revocation in accordance with S.C. Code Ann. § 59-40-110 (C) for violation of any law from which the charter school was not specifically exempted or for committing a material violation of the conditions, standards, or procedures provided for in its charter application. Should the School commit a material violation of the Contract, that does not constitute a violation of applicable law or material violation of its charter, the Sponsor may impose remedies. Remedies include, but are not limited to, those listed below. These remedies may be applied individually, in succession, or simultaneously....*

#### **Section Four: Governance**

Section Four of the contract describes the essential components of charter school governance. Although the sponsor is required by law to monitor the charter school and its performance, the charter school is expected to manage its own affairs. The charter school governing board must hold school personnel accountable for student outcomes and for operations consistent with the law, the charter contract, and the charter application. The school's charter application, as required by S.C. Code Ann. § 59-40-60(F)(7), contains 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.

**4.1 Governance.** Sample language could be as follows: *The School's articles of incorporation and bylaws shall not conflict with the School's obligation to operate in a manner consistent with this Contract. Similarly, the policies of the School's governing board shall provide for governance of the operation of the School in a manner consistent with this Contract. Any material modification of the articles of incorporation or the bylaws or changes in the composition of the School's governing body shall be made in accordance with the procedures described in Section 3.2 of this Contract.*

**4.2 Governing board.** Sample language could be as follows: *The School's governing board shall operate in accordance with the School's articles of incorporation and bylaws. The School shall ensure that the governing board membership is consistent with the requirements outlined in S.C. Code Ann. § 59-40-50(B)(9). Additionally, the School, in*

accordance with S.C. Code Ann. § 59-40-155(A), shall ensure that within one year of taking office, all persons elected or appointed as members of its board shall successfully complete 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.

**4.3 Transparency.** Sample language could be as follows: *In accordance with S.C. Code Ann. § 59-40-50(B)(10), both the School and its governing board shall be subject to the Freedom of Information Act. The governing board of the School shall notify the Sponsor of any regular meeting of the board at least forty-eight (48) hours prior to the date on which such meeting is to occur and shall conduct all meetings consistent with the Freedom of Information Act. The School shall also ensure that its governing board adopts and strictly enforces a conflict of interest policy and that all board policies, meeting agendas, minutes, and related documents are readily available for public inspection.*

**4.4 Parental, educator, and community involvement.** Sample language could be as follows: *The School shall ensure parental, educator, and community involvement in the governance of the school. The School shall ensure that...*

### **Section Five: Operation of School and Waivers**

Section Five of the Contract describes the operational powers of the charter school, limits on those powers, and waivers the charter school shall have from sponsor policies. In accordance with S.C. Code Ann. § 59-40-60(B), the Contract must include all agreements regarding the release of the charter school from school district policies. The school's charter application, as required by S.C. Code Ann. § 59-40-60(F)(7), contains a description of the operation of the charter school, including the nature and extent of parental, professional educator, and community involvement in the operation of the charter school.

**5.1 Operational Powers.** Sample language could be as follows: *Subject to the conditions and provisions of this Contract, the School shall be responsible for the School's operations. The School shall have all the powers of a South Carolina public charter school and a nonprofit corporation. Specific operational powers include the authority to contract for goods and services, prepare budgets, select, supervise, evaluate, and determine the compensation for personnel; lease facilities for the School; adopt policies and bylaws consistent with the terms of this Contract; accept and expend gifts, donations, or grants....*

**5.2 Corporate purpose.** Sample language could be as follows: *The purpose of the School as set forth in its articles of nonprofit corporation shall be limited to the operation of a charter school pursuant to the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-10, et seq.*

**5.3 Transportation. (Insert a description of how the School plans to meet the transportation needs of its students as required by S.C. Code Ann. § 59-40-60(F)(9))**

**5.4 Food services** Sample language could be as follows: *"The Sponsor and the School acknowledge and agree that food services will not be provided to students attending the School." Another option is "The School shall provide its own food service. A third option is the following: " If requested to do so by the School, the Sponsor shall provide free and reduced breakfast and lunch to qualified students in a manner determined by the Sponsor and in accordance with Sponsor policies and applicable federal and state law.*

**5.5 Waivers.** Reflect all agreements regarding the release of the charter school from school district policies in accordance with S.C. Code Ann. § 59-40-60 (B).

## **Section Six: School Enrollment and Demographics**

Section Six addresses enrollment. In accordance with *S.C. Code Ann. § 59-40-60(B)*, the Contract must include the charter school's proposed enrollment procedures and dates of the enrollment period. The enrollment procedures should reflect how the charter school plans to ensure its enrollment is similar to the racial composition of the local school district in which the charter school is located or the targeted student population of the local school district that the charter school proposes to serve (*S.C. Code Ann. § 59-40-60(F)(8)*). It should also reflect that the enrollment plan 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 (*S.C. Code Ann. § 59-40-60 (F)(8)*). Some of these provisions will come directly from the school's charter application.

The section also addresses the charter school's procedures for disciplining students and its process for expelling or denying admission to students

### **6.1 School grade levels.**

### **6.2 Student demographics.**

### **6.3 Maximum and minimum enrollment.**

### **6.4 Eligibility for enrollment.**

### **6.5 Enrollment procedures, priority enrollment, and dates of the enrollment period. (S.C. Code Ann. § 59-40-60(B))**

### **6.6 Admission policies and procedures. (S.C. Code Ann. § 59-40-60(F)(2))**

### **6.7 Discipline, expulsion, and denial of admission procedures. (As required by S.C. Code Ann. § 59-40-60 (F)(13))**

## **Section Seven: Educational Program**

Section Seven of the contract describes the school's mission, educational program, goals and objectives, including any unique or mission-specific school objectives, curriculum requirements, and plans for educating students with disabilities and English language learners. The contract should provide for the school's goals and objectives in S.M.A.R.T. format: **Specific, Measurable, Attainable, Relevant, and Time-Bound. This section also includes the charter school's plan for evaluating student achievement and progress. The school's charter application, as required by *S.C. Code Ann. § 59-40-60(F)(5)*, contains this provision along with timelines and procedures for taking corrective action if the student achievement falls below the standards .**

### **7.1 Mission. (S.C. Code Ann. § 59-40-60(F)(1)) (Insert school mission)**

**7.2 Goals, objectives, and pupil achievement standards. (S.C. Code Ann. § 59-40-60(F)(2))** Sample language could be as follows: *The School shall meet or make reasonable progress toward the following goals and objectives as outlined in its charter application.*

**7.3 Description of the school's educational program. (S.C. Code Ann. § 59-40-60(F)(4))** Sample language could be as follows: *The School shall implement the educational program as outlined in its charter application.*

**7.4 Curriculum. (S.C. Code Ann. § 59-40-60(F)(4))** Sample language could be as follows: *The School shall implement the curriculum as outlined in its charter application. The School's curriculum shall meet or exceed any content standards adopted by the SBE and the Sponsor and shall be designed to enable each student to achieve these standards.*

## **7.5 Plan for evaluating pupil achievement and progress.**

## **7.6 Graduation requirements (if applicable).**

**7.7 Education of Students with Disabilities.** Sample language could be as follows: *In accordance with S.C. Code Ann. § 59-40-40(4), the Sponsor retains responsibility for special education and shall ensure that students enrolled in the School are served in a manner consistent with LEA obligations under applicable federal, state, and local law. The School shall comply with state and federal law and regulations concerning the Individuals with Disabilities Education Act (IDEA) and all policies and regulations of the Sponsor concerning the education of students with disabilities. The School shall admit students without regard to their status as special education students. The student's IEP team shall determine modification, accommodations, services, and placement as appropriate for the student. The School agrees to provide a variety of placement options and services unless both the School and the Sponsor agree to a different set of specific options.*

*The School agrees that the Sponsor is responsible for oversight of the School's compliance with the IDEA and Section 504. The Sponsor shall provide support with respect to services such as annual special education audits, state data reporting, Child Find activities, and psychological testing for initial evaluations and reevaluations. Services beyond this level are provided at the discretion of the Sponsor. If School personnel request services or resources from the Sponsor and if the Sponsor agrees to provide such services, they shall be at no cost to the School.*

*The School agrees that the Sponsor may serve as the LEA in individualized education program (IEP) meetings when situations warrant such action (as deemed necessary by the Sponsor). In cases like this, the School shall be responsible for the financial commitment made by the IEP team.*

*Whenever a matter arises concerning the School's implementation of the IDEA or Section 504, the School shall notify the Sponsor's Director of Special Services upon receiving formal notice of any of the following situations: a request for a due process or grievance hearing (under the IDEA or Section 504); a state-level complaint filed with the SCDE, or a violation filed with the Office for Civil Rights. The School shall not respond to any of these situations without the prior involvement and approval of the Sponsor. The authority to resolve any such matter will rest with the Sponsor. The Sponsor has the authority to manage and direct such matters on behalf of the School as the Sponsor deems appropriate. The School shall be responsible for paying any outside costs associated with the above matters. Such costs include, but are not limited to, attorneys' fees, hearing officers' fees, other outside consultation fees, or fees to provide compensatory services.*

*The School shall appoint a special education coordinator who shall participate in Sponsor meetings for special education coordinators and who shall serve as the liaison between the School and the Sponsor on special education matters. The School's special education coordinator shall inform the Sponsor of special education issues and potential problems in the School.*

*The Sponsor shall provide notification to the School of its IDEA funding after the Sponsor has received notification of its funding allocation from the SCDE. IDEA funds are allocated to the school based on the previous year's December 1 Count with the exception of a charter school in its initial year of operation. A charter school in its initial year of operation shall receive funding based on its enrollment on the 5th day membership count. Allocation of IDEA funds is dependent upon the School's submission of a proposed budget for expenditure of such funds and receipt by the Sponsor's Director of Special Services of the funds from the SCDE.*

*The School shall submit data regarding the education of students with disabilities in the format required by the Sponsor and do so in a timely and accurate manner. The School shall also utilize the processes and forms required by the Sponsor for IDEA- and Section 504-related functions.*

**7.8 English Language Learners.** Sample language could be as follows: *The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to progress academically. The School shall adhere to the Sponsor’s procedures for identifying, assessing, and exiting English language learners.*

## **Section Eight: Financial Matters**

Section Eight of the contract provides details of the financial relationship between the charter school and the sponsor, including revenues, disbursement of funds, audits, and enrollment projections. Section 59-40-140 (A) of the S.C. Code of Laws defines how traditional school district sponsors are required to distribute funds to a charter school. Section 59-40-140 (B) clarifies that the South Carolina Public Charter School District or public or independent institution of higher learning sponsors shall receive and distribute state funds of the charter school as provided by the General Assembly.

**8.1 Budget. (S.C. Code Ann. § 59-40-60(F)(6))** Sample language could be as follows: *The School must use the same budget codes as are required of school districts in the State. The budget shall be based on documented SCDE-estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(C)...*

**8.2 Audits.** Sample language could be as follows: *Pursuant to S.C. Code Ann. § 59-40-50(B)(3), the School shall adhere to the same financial audits, audit procedures, and audit requirements as are applied to all other public schools. The School shall obtain and submit to the Sponsor an independent annual audit from a qualified auditing or accounting firm of all financial records. The audit shall be submitted to the Sponsor by the timeline prescribed by the Sponsor for inclusion in the Sponsor’s report to the SCDE.*

**8.3 Revenues.**

**8.4 Disbursement of per pupil revenue.**

**8.5 Enrollment projections.**

**8.6 Liability.** Sample language could be as follows: *Pursuant to S.C. Code Ann. § 59-40-190, the Sponsor is not liable for any of the debts of the School.*

**8.7 Quarterly Reporting.**

**8.8 Non-commingling.** Sample language could be as follows: *Assets, funds, liabilities, and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization.*

**8.9 Accountability.** Sample language could be as follows: *Financial Resources are to be allocated, expended, and accounted for in accordance with accounting practices specified in the Financial Accounting Handbook, Funding Manual, and the Pupil and Staff Accountability Manual.*

**8.10 Encumbrances and borrowing.**

**8.11 Loans.**

**8.12 Gifts and donations. (S.C. Code Ann. § 59-40-140(G))** Sample language could be as follows: *The School shall report to the Sponsor in its annual audit report all gifts, donations, or grants its governing board receives in accordance with S.C. Code Ann. § 59-40-50(B)(3) and § 59-40-140(G).*

## **Section Nine: Personnel**

Most, if not all, charter school employees can be at will, unless the charter school adopts the employment and dismissal act for certified staff. . Section Nine defines the status of charter school employees by referencing that they are employees of the charter school and not the sponsor. This section should reflect that the charter school will adhere to the employee evaluation, grievance, and termination procedures outlined in its charter application (S.C. Code Ann. § 59-40-60). Charter schools are required to hire or contract for, in its discretion, administrative staff to oversee the daily operation of the school and at least one of the administrative staff must be certified or experienced in the field of school administration (S.C. Code Ann. § 59-40-50 (B)(6)). As for teacher qualifications, teachers of core academic areas will be certified in that area or hold a BA or graduate degree in that area (S.C. Code Ann. § 59-40-50 (B)(5) and SBE Reg. 43-601 II (H)).

### **9.1 Employee status.**

### **9.2 Background checks.**

**9.3 Employee evaluation procedures.** The contract must address whether the charter school elects to implement ADEPT or another evaluation system that meets the requirements as set forth in South Carolina’s ESEA Waiver. Sample language for schools electing ADEPT could be as follows: *The School and Sponsor agree that the School will implement ADEPT for the evaluation of certified teachers. The School agrees that all certified teachers in the charter school must be assisted and evaluated in a manner consistent with the Sponsor’s State Board of Education–approved ADEPT plan for induction, formal evaluation, and goals-based evaluation. The School is responsible for ensuring the fidelity of the implementation of the ADEPT system. The Sponsor is responsible for staff training and program implementation. The Sponsor agrees to disseminate all ADEPT-related information from the SCDE to the School and to report the charter school data to the SCDE.*

For non-ADEPT schools, the language could be as follows: *The School elects not to implement the ADEPT system but agrees to develop or utilize an evaluation system for all certified teachers that is compliant with the SCDE’s ESEA Waiver.*

### **9.4 Grievance and termination procedures.**

### **9.5 Certification.**

## **Section Ten: Service Contracts with the Sponsor/District (if applicable)**

Section Ten addresses any service contracts between the charter school and the sponsor so as not to confuse them with other financial arrangements between the parties.

### **10.1 Direct costs.**

### **10.2 Sponsor services.**

## **Section Eleven: Facilities**

Section Eleven covers the charter school’s responsibility for construction, renovation, maintenance, and compliance of its facilities. The school’s charter application, as required by S.C. Code Ann. § 59-40-60(F)(10), contains a provision addressing facilities and equipment and how they shall be obtained.

- 11.1 Facility.** Sample language could be as follows: *The School shall be responsible for securing a facility for the operation of the charter school. Before commencing operation of the charter school, the School shall ensure that the facility is in compliance with all applicable local, state, and federal laws and regulations, including but not limited to those relating to accessibility and student safety. The School shall satisfy all permit, life, safety, and inspection requirements of the SCDE/Office of School Facilities (OSF.)*
- 11.2 Construction, Renovation, and Maintenance of Facilities.** Sample language could be as follows: *The School shall be responsible for the construction, renovation, and maintenance of the facilities in accordance with the latest edition of the South Carolina School Facilities Planning and Construction Guide. The School shall obtain prior approval of the Office of School Facilities for all work to facilities. The School shall also obtain an inspection and the approval of the Office of School Facilities before occupancy and use.*

## **Section Twelve: Charter Renewal, Revocation, and School-Initiated Closure**

Section Twelve of the contract details charter revocation, renewal, and school-initiated dissolution. The criteria for revocation and renewal are provided along with timelines, processes, due process provisions, and application contents and requirements where applicable. Also included in this section are procedural details in the event of school-initiated dissolution.

- 12. 1 Renewal timeline and process. (S.C. Code Ann. § 59-40-110 (A) and (B))** Sample language could be as follows: *The School shall submit its renewal application by (mm/dd) of the year before the School’s Contract expires. The Sponsor shall act on the renewal application by resolution no later than mm/dd of the year before the School’s Contract expires following a public hearing where the School shall have the opportunity to address the Sponsor about its renewal request. If the Sponsor decides to not renew the Contract, it shall detail the reasons in its resolution.*
- 12. 2 Renewal application contents. (S.C. Code Ann. § 59-40-110 (B))** Sample language could be as follows: *Pursuant to S.C. Code Ann. § 59-40-110 (B), the School shall submit a charter renewal application to its sponsor containing (1) a report on the progress of the 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 School that is understandable to the general public and that allows for comparison of these costs to other schools or other comparable organizations, in a format required by the SBE. The format of the renewal application shall be provided to the School by the Sponsor by (mm/dd) of the year in which the application is due. The Sponsor may modify this format but shall not do so prior to seeking input from the School.*
- 12.3 Criteria for renewal, nonrenewal, and revocation. (S.C. Code Ann. § 59-40-110 (C ))** Sample language could be as follows: *The Sponsor must revoke or not renew the School’s charter for any of the grounds provided by S.C. Code Ann. § 59-40-110 (C), as they exist now, or may be amended. Additionally, the Schools must provide evidence of improved student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA. The Sponsor must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school’s charter. Student performance of all students described in Section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school’s charter.*
- 12.4 Revocation/nonrenewal and hearing procedures.** Sample language could be as follows: *The Sponsor shall provide the School written notice of the grounds for revocation or nonrenewal and the date of the revocation or nonrenewal hearing before the Sponsor Board. In accordance with S.C. Code Ann. § 59-40-110(D), at least sixty days before not renewing or terminating a charter school, the Sponsor shall notify in writing the School Board of the proposed action. The notification shall specify the grounds for the proposed action in reasonable detail.*

*Pursuant to S.C. Code Ann. § 59-40-110(F), the School Board may request in writing a hearing before the sponsor within fourteen days of receiving notice of nonrenewal or revocation of the charter. Failure of the School Board 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 Board of the hearing date. The Sponsor shall conduct a hearing before taking final action. The Sponsor shall take final action to renew or to revoke a charter by the last day of classes in the last school year for which the charter school is authorized.*

- 12.5 School-initiated dissolution.** *Sample language could be as follows: Pursuant to S.C. Code Ann. § 59-40-115, the School may terminate its contract with the Sponsor before the ten-year term of contract if both parties agree to the dissolution. Should the School choose to terminate this Contract before the end of the Contract term, it may do so in consultation with the District at the close of any school year and upon written notice to the Sponsor given at least ninety (90) days before the end of the school year. The School shall make every effort to provide such notice by (mm/dd) to allow families to take advantage of any available school choice enrollment dates.*
- 12.6 Return of property.** *Sample language could be as follows: Pursuant to S.C. Code Ann. § 59-40-120, upon dissolution of the 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 shall become the property of the Sponsor.*

### **Section Thirteen: General Provisions**

Section Thirteen of the contract outlines many provisions that are standard to contracts such as amendments, non-assignment, and severability.

- 13.1 Amendments.** *Sample language could be as follows: Pursuant to S.C. Code Ann. § 59-40-60(C), a material revision of the terms of the contract between the School and the Sponsor may be made only with the approval of both parties as evidenced by a written amendment to this contract.*
- 13.2 Non-assignment.** *Sample language could be as follows: Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment. Such consent shall not be unreasonably withheld, conditioned, or delayed.*
- 13.3 Governing law and enforceability.** *Sample language could be as follows: This Contract shall be governed and construed according to the laws and regulations of the State of South Carolina, including those changed subsequent to the execution of this agreement. If any provision of this Contract or any application of this Contract to the School is found contrary to law, such provision or application shall have effect only to the extent permitted by law. The parties agree, upon the request of either, to meet and discuss in good faith any material changes in law that may significantly impact their relationship.*
- 13.4 No waiver.** *Sample language could be as follows: The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.*
- 13.5 No third-party beneficiary.** *Sample language could be as follows: The enforcement of the terms and conditions of this Contract and all rights of action relating to such enforcement shall be strictly reserved to the District and the School. Nothing contained in this Contract shall give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the parties to this Contract that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only.*

**13.6 Notice.** Sample language could be as follows: *Any notice required or permitted under this Contract shall be in writing and shall be effective upon personal delivery (subject to verification of service or acknowledgement of receipt) or three days after mailing when sent by certified mail, postage prepaid to the Administrator for notice to the School, or to the designated Sponsor representative for notice to the Sponsor, at the addresses set forth below. Either party may change the address for notice by giving written notice to the other party.*

**13.7 Severability.** Sample language could be as follows: *The terms of this Contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the agreement shall remain in effect, unless mutually agreed otherwise by the Sponsor and the School.*

**13.8 Authority to enter into contract.** Sample language could be as follows: *The School expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Contract on behalf of the School and that the Board of Directors of the School has duly approved this Contract. The School shall provide a copy of its written resolution to the Sponsor authorizing the School to enter into this Contract.*

**13.9 Delegation.**

Agreed to by,

For the School:

\_\_\_\_\_  
Authorized Individual

\_\_\_\_\_  
Date

For the Sponsor:

\_\_\_\_\_  
Authorized Individual

\_\_\_\_\_  
Date

**Attachments**

State Board of Education Regulation 43-601

CHAPTER 43

STATE BOARD OF EDUCATION

ARTICLE 26

CHARTER SCHOOLS

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

I. DEFINITIONS

(A) A “charter school” means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates by sponsorship of a public school district, the South Carolina Public Charter School District, or a public or independent institution of higher learning, but is accountable to the board of trustees, or in the case of technical colleges, the area commission, of the sponsor 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.

(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, the local school board of trustees in which the charter school is to be located, or the board of trustees or area commission of a public or independent institution of higher learning. The applicant also must be the person who or the nonprofit corporate entity that 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; the local school board of trustees in which the charter school is to be located, as provided by law; a public institution of higher learning, as defined in Section 59-103-5; or an independent institution of higher learning, as defined in Section 59-113-50, from which the charter school applicant requested its charter and which granted approval for the charter school’s existence. Only those public or independent institutions of higher learning, as defined in this subsection, who register with the South Carolina Department of Education may serve as charter school sponsors, and the department shall maintain a directory of those institutions. The sponsor of a charter school is the charter school’s local education agency (LEA) and a charter school is a school within that LEA. The sponsor retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

(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) “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.

(F) “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.

(G) “Charter school contract” means a fixed term, renewable contract between a charter school and a sponsor that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.

(H) “Resident public school” means the school, other than a charter school, within whose attendance boundaries the charter school student’s custodial parent or legal guardian resides.”

(I) “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.

(J) “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 or institution of higher education from which the applicant is seeking sponsorship. The Advisory Committee must make a recommendation to the school district or institution of higher education, to either approve or deny the charter.

### (B) Application Timeline

Applications must be submitted to the Advisory Committee on or before July 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

A contract between the charter school and the sponsor must be executed and must reflect all provisions outlined in the application as well as the roles, powers, responsibilities, and performance expectations for each party to the contract. A contract must include the proposed enrollment procedures and dates of the enrollment period of the charter school. All agreements regarding the release of the charter school from school district policies must be contained in the contract. The Department of Education shall develop a contract template to be used by charter schools and the sponsor. The template must serve as a foundation for the development of a contract between the charter school and the sponsor.

### (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.

(vii) create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low-performing student groups and high-performing student groups.”

(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, except in the case of an application to create single-gender schools. For schools within the South Carolina Public Charter School District, or institutions of higher education, 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 except in the case of an application to create single-gender schools; however, priority, which may not exceed twenty percent of the enrollment of the charter school for the categories in (b) and (c) below, may be given to

(a) a sibling of a pupil currently enrolled or attending, or who within the last six years attended the school for at least one complete academic year,

(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 or institutions of higher education.

(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 the federal accountability system recognized by the U.S. Department of Education.

(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 term 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. Section 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 board of directors must consist of seven or more individuals with the exact number specified in or fixed in accordance with the bylaws. Members of a board of directors may serve a term of two years, and may serve additional terms. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board as specified by the bylaws must be individuals who have a background in K-12 education or in business, and the bylaws of the charter school also must provide for the manner of selection of these members. In addition, at least 50 percent of the members of the board as specified by the bylaws must be elected by the employees and the parents or guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the charter school. All members must be residents of the State of South Carolina. A person who has been convicted of a felony must not be elected to a board of directors. If the board of directors consists of an odd number of members, the extra member must be an individual who has a background in K-12 education or in business;

(3) The board of directors 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) Part-time noncertified teachers must be considered pro rata in calculating staff percentages based on the hours which they are expected to teach.

(2) 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. Section 59-25-115.

(3) 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 advance to a renewable Limited Professional Teaching Certificate but cannot advance to a full 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. Section 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. Section 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. Section 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 Sponsor

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

(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 effect 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. FEDERAL CHARTER SCHOOL REQUIREMENTS

##### (A) Annual Audits

Each authorized charter school in the State must have an annual, independent audit conducted by a qualified auditing or accounting firm and must file the audit annually with the school's authorized public chartering agency.

##### (B) Academic Achievement

(1) Each authorized charter school in the State operates under a legally binding charter and performance contract between itself and the school's authorized public charter agency that demonstrates improved student academic achievement.

(2) Charter schools must provide evidence of improved student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA. Authorizers must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school's charter. Each authorizer and charter school must enter into a contractual agreement stating that student performance of all students described in Section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school's charter.

#### VIII. GUIDELINES

The South Carolina Department of Education may issue guidelines to assist charter schools in complying with federal legislation, including, but not limited to, the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Improvement Act (IDEA).

**HISTORY:** Added by State Register Volume 27, Issue No. 6, Part 1, eff June 27, 2003. Amended by State Register Volume 33, Issue No. 6, eff June 26, 2009; State Register Volume 35, Issue No. 12, eff December 23, 2011; State Register Volume 37, Issue No. 6, eff June 28, 2013

2015 Charter School Application



# **SOUTH CAROLINA**

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# **STATE DEPARTMENT OF EDUCATION**

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**2015**  
**South Carolina Public Charter School**  
**Application Guidance**  
(For charter schools that plan to open for the 2016–17 school year)

Deadline for Receipt of Applications:  
**Applicants should verify with their proposed sponsor for a  
submission deadline**

Molly M. Spearman  
State Superintendent of Education

Contact Information:  
Kayla Audette  
Office of School Transformation  
South Carolina Department of Education  
1429 Senate Street, Suite 603-D  
Columbia, SC 29201

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## **PART I: General Information**

### **A. Introduction/Background**

In 1996, the South Carolina Legislature passed the Charter Schools Act, thereby providing citizens the opportunity to apply to operate a public school. The focus of charter schools is to provide quality educational choices for parents and students. This application outlines the necessary components to propose, receive approval for, and implement a high quality charter school.

This application guidance must be used to develop a complete application for charter schools seeking to open in for charter schools that plan to open for the 2016-2017 school year. All charter school applications must comply fully with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-10 *et seq.*, and the Procedures and Standards for Review of Charter School Applications, S.C. Code Ann. Regs.43-601 (2013).

Application sections must be presented as outlined in this application guidance and labeled accordingly. It is important to remember that each of the sections relate to one another. For instance, educational program components should align with the proposed budget. Thus, a completed application should readily reflect that all of its sections, irrespective of their individual focus, coalesce to form a comprehensive and viable plan to open and sustain a high-quality charter school.

### **B. Definitions**

The following definitions, found in the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-40 *et seq.*, are included to assist the applicant in understanding various terms used in the application process.

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, the local school board of trustees in which the charter school is to be located, or the board of trustees or area commission of a public or independent institution of higher learning. The applicant also must be the person who or the nonprofit corporate entity that applies to the Secretary of State to organize the charter school as a nonprofit corporation.

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 S.C. Code Ann. § 59-25-115.

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.

Charter school means a public, nonreligious, non-home-based, nonprofit corporation forming a school that operates by sponsorship of a public school district, the South Carolina Public Charter School District (SCPCSD), or a public or independent institution of higher learning, but is accountable to the school board of trustees or, in the case of technical colleges, the area commission of the sponsor 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.

A charter school

1. is, for purposes of state law and the state constitution, considered a public school and part of the SCPCSD, the local school district in which it is located, or is sponsored by a public or independent institution of higher learning;
2. 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; however, an applicant may seek to form a single-gender charter school without regard to the gender makeup of that proposed charter school;
3. 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 S.C. Code Ann. § 59-40-50(B)(9);
4. may not charge tuition or other charges pursuant to S.C. Code Ann. § 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; and
5. is subject to the same fixed asset inventory requirements as are traditional public schools.

Charter school contract means a fixed term, renewable contract between a charter school and a sponsor that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.

Local school district means any school district in the State, except the SCPCSD, and does not include special school districts.

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 S.C. Code Ann. § 59-25-115.

Resident public school means the school, other than a charter school, within whose attendance boundaries the charter school student's custodial parent or legal guardian resides.

Sponsor means the SCPCSD Board of Trustees, the local school board of trustees in which the charter school is to be located, and, as provided by law, a public institution of higher learning as defined in S.C. Code Ann. § 59-103-5, or an independent institution of higher learning as defined in S.C. Code Ann. § 59-113-50, from which the charter school

applicant requested its charter and which granted approval for the charter school's existence. Only those public or independent institutions of higher learning who register with the South Carolina Department of Education (SCDE) may serve as charter school sponsors, and the SCDE shall maintain a directory of those institutions. The sponsor of a charter school is the charter school's local education agency (LEA), and a charter school is a school within that LEA. The sponsor retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

### **C. Purpose of a Charter School**

The purpose of a charter school 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 as defined in S.C. Code Ann. § 59-40-20. 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;
6. assist South Carolina in reaching academic excellence; and
7. create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups.

### **D. Eligible Applicants**

An eligible applicant is any individual or group who desires to form a charter school and files the necessary application for review by the proposed sponsor (the local school district, the SCPCSD, or a public or independent institution of higher learning). The applicant must also be the same entity that is registered as a nonprofit corporation with the South Carolina Secretary of State to organize the charter school. Note that only public or independent institutions of higher learning that have registered with the SCDE may serve as a charter school sponsor. A list of higher learning sponsors can be found at <http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus/>.

### **E. Technical Assistance for Applicants**

A technical assistance session for charter school developers will be provided by the SCDE. Information on this session and notice of additional training dates, times, and locations will be posted on the SCDE website at <http://ed.sc.gov/agency/ie/School->

[Transformation/Charter-Special-Focus/](http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus/). Technical assistance is available as needed regarding charter school law and the charter school application by contacting the SCDE Charter Schools Program at 803-734-2781.

## **F. Deadline and Submission Procedures**

At least 90 days prior to submitting an application, the applicant shall submit a letter of intent to the board of trustees or area commission from which it is seeking sponsorship, with a copy to the **South Carolina Department of Education’s Office of School Transformation, Charter Schools Program, 1429 Senate Street, Suite 603-D, Columbia, SC 29201**. A sample letter of intent can be found at <http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus/>.

To allow adequate time for a complete review, applicants must submit a completed application packet by **the sponsor’s established deadline** for charter schools that plan to open for the 2016–17 school year. Applications received *after* the deadline **will not** be considered for a 2016–17 opening.

An applicant shall submit the application to the board of trustees or area commission from which it is seeking sponsorship and one copy to the SCDE at the address listed above. In the case of the SCPCSD or a public or independent institution of higher learning sponsor, 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 applicant shall notify the local delegation of a county in which a proposed charter school is to be located upon submission of a charter school application and shall also provide a copy of the charter school application upon request by a member of the local delegation.

Only applications that are complete and follow these guidelines will be considered. Applications must present information in the order specified to be deemed complete; applications that are **not complete** and that **do not** present information in the order specified in these guidelines **will not be reviewed**. Applicants may not amend applications after submission. The school district or the public or independent institution of higher learning from which the applicant is seeking sponsorship may request clarifying information from the applicant.

**Applicants should verify with their proposed sponsor whether this submission should be an electronic or paper copy.**

Applicants must submit the following application packet to their proposed sponsor and the SCDE:

1. Application Cover Sheet (accessible at [http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus](http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus/) under the section titled “Important Charter School Information”)
2. Application Narrative (including the table of contents)
3. Required application forms

4. Appendices labeled as outlined in Part II

**G. Review and Selection Process**

After receiving a completed application, the sponsor will review and rule on the application in a public hearing, within 90 days, to determine compliance or noncompliance with established standards that reflects the requirements and intent of the South Carolina Charter Schools Act. If there is no ruling within 90 days, the application is considered approved. If the sponsor determines the application is compliant with state charter law, the applicant will be notified by letter. Once the application has been approved by the board of trustees or area commission, the charter school may open at the beginning of the following year

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

**H. Approval and Ongoing Authorization of Charter**

Upon recommendation for approval by the sponsor (the local school district, the SCPCSD, or the board of trustees or area commission of a public or independent institution of higher learning), the proposed sponsor and the applicant will enter into a contractual agreement.

In compliance with S.C. Code Ann. § 59-40-60 *et seq.*, the contract between the charter school and the sponsor must

- reflect all provisions outlined in the application as well as the roles, powers, responsibilities, and performance expectations for each party to the contract;
- include the proposed enrollment procedures and dates of the enrollment period of the charter school; and
- contain all agreements regarding the release of the charter school from school district policies.

The contract will state that student performance of all students described in section 1111(b)(2)(C)(v) of the federal Elementary and Secondary Education Act (ESEA) is the most important factor when determining to renew or revoke a school's charter.

Furthermore, the following section was added to State Board of Education Regulation 43-601 to address federal Charter School Program Assurances 3B:

Charter schools must provide evidence of increased student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA. Authorizers must use increases in student academic achievement for all students described in ESEA as the most important factor when determining to renew or revoke a school's charter. Authorizers and charters must enter a contractual agreement that student performance of all students described in ESEA is the most important factor when determining to renew or revoke a school's charter. (36 S.C. Code Ann. Regs. 43–601)

Please note that a charter application, if approved, will constitute an agreement between

the charter school and its sponsor. In accordance with the law, all provisions of the charter application must be included in the contract that must be executed between an approved charter school and its sponsor. The SCDE provides a contract template to be used by charter schools and the sponsor. This template must serve as a foundation for the development of a contract between the charter school and the sponsor and is posted on the SCDE website at <http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus/>.

A material revision of the terms of the contract between the charter school and the sponsor may be made only with the approval of both parties.

## PART II: Application Overview, Content, and Instructions

Charter schools that plan to open for the 2016–17 school year must submit an application presented in the order outlined below and labeled accordingly. Applications should comply fully with the South Carolina Charter Schools Act, S.C. Code of Laws § 59-40-10 *et seq.*, and the Procedures and Standards for Review of Charter School Applications, 2 S.C. Code of Regulations 43-601(2013).

Start-up schools are not required to complete the sections noted for conversion schools. Conversion schools must complete all sections. Conversion schools are those where parents are requesting the school no longer be under the leadership of the residential district. A conversion school can only apply to the local school district in which it is located.

Applicants should use the following overview as a checklist to ensure that they submit a complete application with items labeled accordingly and presented in the order outlined.

### A. Application Overview

- Application Cover Page (accessible at <http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus>; see page 28 for sample).
- Executive Summary
- Application Narrative (with table of contents)
  1. Mission Statement
  2. Evidence of Need and Support
  3. Enrollment
  4. Educational Program
  5. Goals, Objectives, and Evaluations
  6. Serving Students with Special Needs
  7. Student Discipline, Expulsion, or Suspension
  8. Governance
  9. Operations
  10. Budget and Finance
  11. Employees
  12. Insurance Coverage
  13. Transportation
  14. Facilities
  15. School Management Contracts (if applicable)
- Required Application Forms
  1. Signature Certification Page (page 31)
  2. Student Enrollment Projections for 10-Year Charter (accessible at <http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus>; see page 32 for sample)

- Appendices (with a table of contents)
  - A. Charter Committee
  - B. Evidence of Support
  - C. Conversion School Support (if applicable)
  - D. Private School Documentation
  - E. Letter(s) from Sponsoring District Regarding Desegregation Order
  - F. School Calendar and Daily Schedule for the Academic Year
  - G. Virtual School List of Courses (if applicable)
  - H. Supporting Documents for the described Educational Program
  - I. List of Teaching Positions
  - J. Agreement with Sponsoring District for Special Education Services (if applicable)
  - K. Bylaws
  - L. Articles of Incorporation
  - M. Organizational Chart
  - N. Sample Job Descriptions
  - O. Student Enrollment Projection Form
  - P. Five-Year Budget (Excel spreadsheet)
  - Q. Ten-Year Budget Plan (Excel spreadsheet)
  - R. Memorandums of Agreement for Negotiated Services (if applicable)
  - S. Documentation of Any “Soft Funds”
  - T. Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann § 59-25-410 *et seq.* (2004) (if applicable)
  - U. Workers’ Compensation Insurance Description and Amounts
  - V. Liability Insurance Description and Amounts
  - W. Property Insurance Description and Amounts
  - X. Indemnity Insurance Description and Amounts
  - Y. Automobile Insurance Description and Amounts
  - Z. Other Insurance Description and Amounts
  - AA. Insurance Documents (all applicable)
  - BB. Transportation Services Contract (if applicable)
  - CC. Floor Plan of Identified Facility (if applicable)
  - DD. Proposed Lease or Rental Agreement (if applicable)
  - EE. Documentation from the SCDE’s Office of School Facilities (if applicable)
  - FF. Documentation from the SCDOT School Traffic Engineering (if applicable)
  - GG. Proposed Education Management Organization (EMO) Contract (if applicable)
  - HH. Copy of EMO SC Business License
  - II. Copy of Employee Contract
  - JJ. Copy of EMO Employee Policy Manual

## 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             | Include the name of the proposed charter school at the top right of each page (may be placed at the .5 inch top margin). |
| Spacing            | Use 1.5 spacing for the narrative. Charts may be single-spaced.  |
| Page Limitations   | Entire narrative should not exceed 80 pages in length.   |

## C. Executive Summary

The executive summary is not to exceed two (2) pages and includes the following:

- A brief description of the proposed charter school's philosophy for educating students.
- A brief summary of the proposed charter's plan to provide a new, innovative, and more flexible way to educate children.
- The proposed charter school's grade levels to be served, the grade levels upon opening, and the growth plan (if the school does not plan to initially open with all grade levels).
- The size of the school at full capacity, including the number of classes per grade level and the number of students per class.
- A brief explanation of the key programmatic features the school will implement in order to accomplish its mission.
- Any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
- The student body to be served, including any key demographic data, the targeted geographical area, etc.
- A brief summary of the evidence of a community need for a school of this nature.
- If the proposed charter school intends to contract with an education management organization (EMO) or a charter management organization (CMO), include a statement indicating the name of the management organization. Applicants for whom this is applicable are required to complete section 15, School Management Contracts, below.

## D. Application Narrative Content

Present the application narrative as outlined in the 15 sections below. Each section begins with an overview of relevant application requirements and concludes with a bulleted list of requested items and any corresponding appendices.

Identify each section using the subheading provided. Sections may not be combined. Incomplete applications will not be considered.

Include a table of contents as the first page of the application narrative.

### 1. Mission Statement

The mission statement must be clear and support the intent of the South Carolina Charter Schools Act (S.C. Code of Laws § 59-40-10 *et seq.*). Throughout the application, it must be evident that the mission is the prominent driving force and is reflected in the goals and objectives, the curriculum, etc.

### 2. Evidence of Need and Support

The application must include evidence that an adequate number of pupils, parents, teachers, or any combination support the formation of the charter school. The evidence must indicate substantial support that the school will reach its first year's projected enrollment, which is critical to producing a fiscally sound budget. Evidence may include, but is not limited to, documentation of attendance and support at community meetings and survey results. However, a list of prospective or tentatively enrolled students or prospective employees is not required.

The application should describe the process involved in developing the charter committee and the individual expertise represented on the committee. Charter school governance is extremely important to the success of a charter school. In most cases, the charter school's committee transitions to become the school's initial governing board.

Outreach activities should be diverse and designed to reach all students in the community, thereby ensuring equal access. Specify the types of outreach activities that have been made to at-risk populations, especially if the applicant's mission is to serve at-risk student populations.

Letters of support from community leaders, business people, or elected officials should be included in the appropriate appendix item. These letters should state why the individual believes the proposed new charter school would best serve the community.

If the social situation of the school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school.

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

A conversion school must offer the same grades or non-graded education appropriate for the same ages and education levels of pupils as offered by the school immediately before conversion and may also provide additional grades and further educational offerings. The application for the school must be submitted by the principal or by his or her designee, who thus will be considered the applicant.

Include the following in this section:

- A brief profile of each member of the charter committee, including any leadership experience and credentials.
- A summary of the process in which the charter committee formed and developed the proposed school.
- Documentation of the number of students, parents, and teachers expressing an interest in the proposed charter school.
- A description of the type of outreach the charter committee conducted to make the student population and their families aware of the proposed charter school and the outcomes of that outreach.
- Information on community members, parents, and leaders who publicly support the proposed school and their role in the development of the school and application.
- A description of partnerships or plans for community involvement along with the purpose and expectation
- Evidence demonstrating assurance of community partnerships, if applicable.
- If you are a private school, describe the need/evidence in the community to support converting to a charter school.

In the **appendices**, include the following corresponding information:

- A. Charter Committee—resumes of charter committee members
- B. Evidence of Support—letters or other documents indicating support from parents and the community (do not include a list of potential students)
- C. Conversion School Support (if applicable)—evidence that two-thirds of the faculty, instructional staff, and parents voted to support filing the application to convert the school from a traditional school to a charter school
- D. Private Schools—evidence that the enrollment of the converted private school for the most recently completed school term before the date of the proposed conversion to a charter school reflects the racial composition of the local school district in which the converted private school is located

### 3. Enrollment

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

The admission policies and procedures must provide that, subject to space limitations, the charter school admits all students who are eligible to attend public school in the school district where the charter school is operating. For schools sponsored by the SCPCSD and the

board of trustees or area commission of a public or independent institution of higher learning, the enrollment is open to all students who are eligible to attend public school in the state. If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lottery, as specified in federal or state guidance. There is no appeal to the local school board of trustees.

The policies and procedures must not limit or deny admission or show preference to any individual group, except if the application is to create a single-gender charter school. Priority may be given to a sibling of a pupil currently enrolled and attending, or who, within the last six years, attended the school for at least one complete academic year. Priority, which may not exceed 20 percent of the enrollment of the charter school, may be given to children of charter school employees and children of the charter committee. For a conversion school, admission priority must be given to all students enrolled in the school prior to the conversion.

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

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

The application must describe how the charter school intends to ensure that the enrollment of the school is similar to the racial composition of the sponsoring school district (within 20 percent) or to the targeted student population the charter school proposes to serve. 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.

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

For a prospective charter school that is subject to a desegregation plan or order, the

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

Include the following in the narrative:

- A proposed policy or description detailing how the proposed charter school intends to select students for enrollment, including the proposed timeline, processing of applications, lottery process if needed, and the appeal process for a student who is denied admission for a reason other than the lottery
- An explanation of how the community will receive information about the formation of a new charter school and any upcoming lottery and enrollment deadlines
- An explanation of the notification of placement and the timeline for parents to accept the placement or not
- A definition of any group receiving priority enrollment in the lottery, as allowed by the South Carolina Charter Schools Law
- An explanation of how the school intends to enroll out-of-district students, including estimated percentage of enrollment, notification to sending district, and approval procedures for receiving and sending districts (not applicable if applying with the SCPCSD as sponsor)
- A description of how the proposed charter school intends to ensure that enrollment in the school is similar to the racial composition (within 20 percent) of the sponsoring school district or the targeted student population of the school district that the new charter school proposes to serve and, if applicable, that it complies with the sponsoring district's desegregation order or plan
- A plan and a timeline to reach a diverse student population

In the **appendices**, include the following corresponding information:

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

4. Educational Program

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 sponsoring school district. The application must demonstrate that the educational program is designed to enable each student to achieve these standards.

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

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

Charter schools must provide evidence of increased student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA. Sponsors must use increases in student academic achievement for all students described in ESEA as the most important factor when determining to renew or revoke a school's charter. Sponsors and charters must enter a contractual agreement that student performance of all students described in ESEA is the most important factor when determining to renew or revoke a school's charter.

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

GED preparation programs do not meet the state requirements for a high school diploma program.

If the proposed charter includes virtual education, the application must describe how the charter school will comply with the legislative requirement that 25 percent of instruction will be delivered in "real time" (or regular instructional opportunities) and how much teacher interaction students will receive within the online instruction. The application must describe the process for curriculum alignment with the state standards, including a timeline. At least one course per grade level should be "live," meaning it can be previewed by the SCDE for curriculum alignment; so, a description of the portal and how it works must be included in the narrative. See the "Online Course Review Instrument" (page 36), a rubric used to assess the curriculum's alignment with the state standards. Lastly, the school must describe how it will comply with teacher requirements in S.C. Code Ann. § 59-40-50.

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

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

Include the following in the narrative:

- A one-page chart illustrating the innovation of the educational program and how it differs from current educational opportunities in the charter school’s geographic area
- A description of how the curriculum is supported by research matching the anticipated student population for the proposed charter school
- Evidence of a correlation with or identification of 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)
- A description of why the selected curriculum was chosen for the anticipated population of students
- A description of any other vital aspects of the educational program design supported by research findings
- The plan to address the needs of struggling learners through a response to intervention (RTI) or child study process
- The method for meeting the South Carolina State High School Diploma requirements, if applicable
- For virtual schools (complete only if the proposed charter school is a virtual or blended school)
  - A timeline of how curriculum development will be completed and approved by the SCDE
  - A description of how the school will comply with the 25 percent “real time” requirement
  - A description of how much teacher interaction students will receive within the online instruction
  - A description of the portal and how it works.

In the **appendices**, include the following corresponding information:

- F. School Calendar and Daily Schedule for the Academic Year (must reflect a minimum of 180 instructional days per year and six hours of instructional time per day, or its equivalent weekly, in accordance with S.C. Code Ann. § 59-1-425)
- G. Virtual School List of Courses (if applicable)
- H. Supporting Documents for the Described Educational Program
- I. A list of the teaching positions, grade(s), and content areas the teachers will instruct and the required qualifications/certifications

### 5. Goals, Objectives, and Evaluations

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

The proposed charter school should develop measures or indicators aligned with their

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

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

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

Include the following in the narrative:

- Goals that align with the state (Report Cards) and federal (ESEA flexibility) accountability systems
- Goals that are "SMART" (specific, measurable, attainable, realistic of the school's mission, and time-based)
- Objectives with benchmarks (or state how and when a baseline will be established)
- Strategies to meet the goals and objectives.
- A description of the internal assessments, to include baseline data gathering, short- and long-term goals, types of assessments, and an explanation of how the school will use this information to revise professional development and instruction
- A description of what formal assessments will be used that align with the proposed school's goals, in addition to the state-mandated assessments
- An explanation of data collection, analysis, and management
- An explanation of how student assessment and progress will be communicated to parents, the sponsor, and the broader community
- A description of the proposed charter school's procedures for taking corrective action in the event that pupil performance falls below the achievement goals, including a timeline, responsible person(s), and staffing changes as appropriate.

## 6. Serving Students with Special Needs

As public schools, charter schools must open their enrollment to *any* student and must provide a free and appropriate public education (FAPE) by offering services as needed for students with disabilities. While charter schools have flexibility in teacher certification, special education certification **cannot** be waived. To ensure that a FAPE and a continuum of services, including transition and technical assistance, will be provided in the initial year of operation, the application must include either a budget that reflects the employment of at least one special education teacher starting with the initial year or the agreement reached for the provision of special education and related services between the school and the sponsor. The applicant's plan should follow the policy established by their proposed sponsor.

Include the following in the narrative:

- A clear indication that the prospective charter school understands requirements of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA) and plans to comply with these requirements, which includes appropriately certified personnel, documentation, assessments, adaptations, and modifications
- A description of the plan to provide a variety of service delivery and placement options
- A description of the plan to include needed staff, adequate funding, evaluation of programs' success, flexibility to add contracted services, and specific services the sponsoring district is expected to provide for the initial year of operation
- A description of the plan to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in school or district activities

In the **appendices**, include the following corresponding information:

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

## 7. Student Discipline, Suspension, and Expulsion

The charter school application must include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures that meets state law. The policy must set forth

- 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.

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

## 8. Governance

Describe the model of governance for the proposed charter school. The application must include the process to appoint or elect the initial governing board; how and when bylaws will be or were adopted by the board; the governance structure for the school; and the amount of authority the governing board will convey to the school's administrator, along with a clear delineation of their respective roles and the means by which the administrator will be evaluated. Also, include in the application an explanation for ongoing board training and capacity building.

The Charter Narrative and Bylaws should clearly

- 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.
- Describe the authority of the charter committee to develop policies, make decisions, and execute each of the following responsibilities:
  - employing and contracting with teachers and nonteaching employees;
  - ensuring that all certified personnel, teachers, and noncertified teachers undergo background checks and other investigations before they are employed in the school;
  - contracting for other services including, but not limited to, transportation, accounting, and legal;
  - developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
  - deciding all other matters related to the school's operation, including budgeting, curriculum, and operating procedures; and
  - 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.
- Detail a plan for dissolving the charter committee and instituting the first governing board. Procedures should specifically describe how nominations will be taken, when the vote will occur, how eligible voters will cast their ballots, and when training will be provided for these governing board members.
- Explain powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision-making process, how board members are elected or appointed, and when this takes place.

In compliance with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-50 (B)(9), the number of members on a charter school board cannot be less than seven but may be more as set by the bylaws. Members of a board of directors may serve a term of two years and may serve additional terms. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board as specified by the bylaws must be individuals who have a background in K–12 education or in business, and the bylaws of the charter school also must provide for the manner of selection of these members. In addition, at

least 50 percent of the members of the board, as specified by the bylaws, must be elected by the employees and the parents or guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the charter school. All members must be residents of the state of South Carolina. A person who has been convicted of a felony must not be elected to a board of directors. If the board of directors consists of an odd number of members, the extra member must be an individual who has a background in K–12 education or in business.

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

The application must include a statement that the proposed charter school and its governing body will comply with the Freedom of Information Act (FOIA) and specifically address policies regarding student records, administrative records, and meetings. For FOIA information, see <http://www.scstatehouse.gov/code/t30c004.php>.

The application should include the following:

- A description of the governance of the proposed charter school
- An explanation of the proposed transition from a charter committee to the initial governing board, including the identification of individuals making the transition and timeline
- A plan for ongoing board training and capacity building
- An explanation of the proposed board meeting frequency and focus, and the role of any standing subcommittees
- A plan for how a lead administrator will be hired and how the transition of leadership will happen
- A description of the relationship between the governing board and the school administrator, which includes the amount of authority the governing board will convey to the school administrator
- A description of the relationship between the charter governing board and the sponsor
- A description of parent involvement in the governance of the school, along with volunteer requirements and opportunities after the school is open

In the **appendices**, include the following corresponding information:

- K. Bylaws
- L. Articles of Incorporation and signed Certificate of Incorporation
- M. Organizational Chart (include school administration, employees, and the relationship to the sponsoring district).

### 9. Operations

The application should include a description of the operation of the charter school. The

application should include the following:

- A detailed school start-up plan
- Any involvement with the replication of existing successful public charter schools
- Any proposed management company or educational service provider responsibilities
- The nature and extent of parental, professional educator, and community involvement in the operation of the charter school
- The capacity and experience of the school leadership and management team along with job descriptions of the administrative positions, including the principal and guidance counselor, with a clear delineation of employee classification and who is responsible for employment decisions and oversight at each level
- A plan of support and funding for staff development

In the **appendices**, include the following corresponding information:

N. Sample Job Descriptions (for administrator, teachers, and key employees)

#### 10. Budget and Finance

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

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

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

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

Include a summary of any negotiated services to be provided by the proposed sponsor (local school district, the SCPCSD, or the institution of higher education/technical college),

including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.

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

The application should include the following:

- A description of the budget in terms of educational and operational priorities. Describe how your budget is aligned to the mission of your school and how resource allocations will be adjusted to meet the needs of the students and the long-term sustainability of the charter. Explain the school's data-driven decision-making process in regards to resource allocations.
- An explanation of how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures
- A description of how the school will maintain its books and records according to generally accepted accounting principles and will create an appropriate system of internal control
- A description of planned client subcontracts to outside providers (if applicable)
- A description of the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies

In the **appendices**, include the following corresponding information:

- O. Student Enrollment Projection Form (template provided by the SCDE).
- P. Five-Year Detailed Budget (an Excel spreadsheet showing realistic assumptions and their basis, a cash flow projection of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the application narrative in educational plan and other related sections). **Do not save as a pdf.**
- Q. Ten-Year Budget Plan (an Excel spreadsheet). **Do not save as a pdf.**
- R. Memorandums of Agreement for Negotiated Services (for any negotiated services to be provided by the sponsor or a third party, if applicable).
- S. Documentation of any "soft funds," such as grant money or donations that have been received or are likely to be received.

## 11. Employees

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

As charter schools are, by statute, public schools, employees of charter schools are public employees. Charter schools and their employees can, but are not required to, participate in the state retirement fund. **If a charter contracts with an EMO, then those employees are not considered public employees and therefore do not qualify for state retirement or benefits.**

Charter school law provides flexibility in hiring teachers, allowing a newly created charter school to hire noncertified teachers, not to exceed 25 percent of its faculty. A converted charter school may hire noncertified teachers, not to exceed 10 percent of its faculty. However, a teacher of a core academic area (English/language arts, mathematics, science, music, art, or social studies) must be certified in that area or must hold a baccalaureate or graduate degree in that subject and meet the Highly Qualified requirements of ESEA. A noncertified teacher must be appropriately qualified for the subject matter taught, must have completed at least one year of study at an accredited college or university, and must meet the qualifications outlined in S.C. Code Ann. § 59-25-115. Elementary certified teachers may teach in any academic area and in any grades allowable by the status of their certification.

Charter schools must adopt an evaluation program for teachers and principals that meet the requirements of the SCDE's ESEA Flexibility Waiver (see <http://ed.sc.gov/agency/pi/ESEAFlexibility.cfm> ).

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

#### *Teacher Employment and Dismissal Procedures*

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

The application should include the following:

- A description of the process to be used to advertise for, select, and employ instructional staff and other employees.

- A statement asserting that at least one member of the administrative staff will hold a current SC certification of administration or will have at least one year of experience in the field of school-based administration.
- A description of the proposed evaluation process. Charter schools may use SAFE-T (ADEPT and PADEPP) or another evaluation system that complies with the state’s ESEA Flexibility Waiver requirements.
- An explanation of how the school will communicate its employment policies and any policy changes.
- A description of the grievance and termination procedure for the charter school’s employees.

In the **appendices**, include the following corresponding information:

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

### 12. Insurance Coverage

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

In the **appendices**, include the following corresponding information:

- U. Include a description of workers’ compensation insurance and the amounts.
- V. Include a description of liability insurance and the amounts to be obtained by the charter school. The minimum policy must cover the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2013)).
- W. Include a description of the insurance to cover loss to the school building and contents for fire and theft.
- X. 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.
- Y. Include a description of automobile insurance and both property and liability insurance.
- Z. 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.
- AA. Insurance Documents—for each type of insurance listed, a statement from a South Carolina–licensed insurance company or the state insurance reserve fund stating the charter school applicant’s ability to secure the insurance and an estimate of the cost of the insurance, if available.

### 13. Transportation

The application must include a description of how the charter school intends to meet the transportation needs of its pupils. If the charter school will provide transportation by school bus,

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

The application should include the following:

- A description of how the proposed charter school plans to address the transportation needs of its students and, in particular, if the lack of transportation is preventing a child from attending school
- A description of the plan if the school is providing transportation by school bus (must comply with state regulations for driver and training and the state safety requirements for school buses)
- A description of the service if the school intends to contract with the local school district or a third party.

In the **appendices**, include the following corresponding information:

BB. Transportation Services Contract (if applicable)

#### 14. Facilities

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

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

The application should include the following:

- A description of the building, facilities, and equipment that will be used to support the proposed curriculum and an explanation as to how the equipment will be obtained.
- If a facility has been identified, include the address of the facility, a description of the facility, and the name and address of the owner of the facility.

- If a facility has not been identified, specify a plan for obtaining such a facility and include a description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.

In the **appendices**, include the following corresponding information:

- CC. Floor Plan of Identified Facility, including size in square footage (if applicable)
- DD. Proposed Lease or Rental Agreement (if applicable)
- EE. Documentation from the SCDE’s Office of School Facilities (if applicable)
- FF. Documentation from SCDOT School Traffic Engineering (if applicable)

### 15. School Management Contracts

Complete this section only if the proposed charter school intends to contract with an EMO. It is important for the charter school’s committee to research their EMO options if they intend to contract with an EMO for the proposed charter school.

The application must contain evidence that the selected EMO is authorized to conduct business in South Carolina. The application should include how and why the EMO was selected and should present detailed evidence of the EMO’s success in serving student populations similar to the targeted student population, including demonstrated academic achievement as well as successful management of non-academic school functions (e.g., back-office services, school operations, extra-curricular programs).

The application should describe the duration of the proposed contract and define the roles and responsibilities of the EMO in relation to the charter school’s board of directors and the employment of school personnel, specifically the Head of School. The scope of services and resources to be provided by the EMO should be included, along with the fees to be paid to the EMO for those services. Describe the conditions for renewal and termination of the contract.

The application should include the following only if the proposed charter school intends to contract with an EMO or a CMO.

- Evidence that the service provider has successfully managed other schools
- Evidence that the other schools managed by the proposed service provider have demonstrated academic achievement for similar targeted student populations
- A term sheet for the proposed management of the charter school with clear performance measures and contract severance provision(s)
- A statement detailing what type of evidence that the EMO is authorized to conduct business in South Carolina is included in Appendix X
- A description that conveys clear understanding of financial obligation to the EMO and whether it increases, decreases, or stays the same for the duration of the relationship, including building ownership if the developers are making payments to the EMO

In the **appendices**, if applicable, include the following corresponding information:

- GG. Proposed EMO contract
- HH. Copy of EMO’s SC business license
- II. Copy of employee contract
- JJ. Copy of the EMO employee policy manual

## **E. Required Application Forms**

### 1. Signature Certification Form

Print the Signature Certification Form (page 31) and obtain the appropriate signatures from the chair of the charter committee and the sponsor’s authorized representative. Note: this form includes certification of the South Carolina public charter school program statement of assurances. Retain the copy of the statement of assurances included in this RFP (pages 29–30) for your records and ensure that each signatory has a copy of the document. By signing the Signature Certification Page, the signatories assure that they will comply with all the assurances for the charter schools program.

Once completed, include a copy per the instructions on pages 4–5. **Applications that do not include the signed Signature Certification Page will not be reviewed or considered for approval.**

### 2. Student Enrollment Projections for 10-Year Charter

Access the form at <http://ed.sc.gov/agency/se/School-Transformation/Charter-Special-Focus>; a sample is presented on page 32. Once completed, include a copy per the instructions on pages 4–5. **Applications that do not include this form will not be reviewed or considered for approval.**

## **F. Application Appendices**

Include a table of contents as the first page of the appendices.

If an electronic submission copy is requested by the proposed sponsor (see pages 4–5), save each appendix item applicable to the application by the proposed charter school name and appendix item letter as follows: “[Name of Charter School] Appendix [letter].pdf.” For example, appendix G, saved in PDF format for the proposed charter school “All Hands Charter” would be saved with the file name “AllHandsCharterAppendixG.pdf.” Save each appendix file into a folder titled “[Name of Charter School] Appendices” and include this folder in the electronic copy.

All appendices must be saved as separate files; Appendix P, Five-Year Budget, and Appendix Q, Ten-Year Budget Plan, should only be saved as a Microsoft Excel files. All other appendices must be saved as PDF documents.

The following table presents the appendix items that correspond to specific sections of the application. Applicants are encouraged to use this table to ensure that their application includes all required appendix items.

| <b>Narrative Section</b>                        | <b>Appendix Corresponding to Narrative Section</b>  |
|---|---|
| 1. Mission Statement                            | No appendix items required.   |
| 2. Evidence of Need and Support                 | A. Charter Committee<br>B. Evidence of Support<br>C. (if applicable) Conversion School Support<br>D. (if applicable) Private School Documentation   |
| 3. Enrollment                                   | E. Letter(s) from Sponsoring District Regarding Desegregation Plan or Order   |
| 4. Educational Program                          | F. School Calendar and Daily Schedule for the Academic Year<br>G. (if applicable) Virtual School List of Courses<br>H. Supporting documents for the described Educational Program<br>I. List of Teaching Positions  |
| 5. Goals, Objectives, and Evaluations           | No appendix items required.   |
| 6. Serving Students with Special Needs          | J. (if applicable) Agreement with Sponsoring District for Special Education Services  |
| 7. Student Discipline, Expulsion, or Suspension | No appendix items required.   |
| 8. Governance                                   | K. Bylaws<br>L. Articles of Incorporation<br>M. Organizational Chart (school administration, employees, and relationship to district)   |
| 9. Operations                                   | N. Sample Job Descriptions  |
| 10. Budget and Finance                          | O. School Enrollment Projection Form<br>P. Five-Year Budget (Excel spreadsheet or PDF)<br>Q. Ten-Year Budget Plan<br>R. (if applicable) Memorandums of Agreement for Negotiated Services (sponsor or any third party)<br>S. Documentation of Any "Soft Funds"   |
| 11. Employees                                   | T. Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 <i>et. seq.</i> (2004)   |
| 12. Insurance Coverage                          | U. Workers' Compensation Insurance Description and Amounts<br>V. Liability Insurance Description and Amounts<br>W. Property Insurance Description and Amounts<br>X. Indemnity Insurance Description and Amounts<br>Y. Automobile Insurance Description and Amounts<br>Z. Other Insurance Description(s) and Amounts<br>AA. Insurance Documents (all applicable) |
| 13. Transportation                              | BB. (if applicable) Transportation Services Contract  |
| 14. Facilities                                  | CC. (if applicable) Floor Plan of Identified Facility<br>DD.(if applicable) Proposed Lease or Rental Agreement<br>EE. (if applicable) Documentation from the SCDE's Office of School Facilities<br>FF. Documentation from SCDOT School Traffic Engineering (if  |
| 15. School Management Contracts                 | GG. (if applicable) Proposed EMO Contract<br>HH. (if applicable) Copy of EMO SC Business License<br>II. (if applicable) Copy of Employee Contract<br>JJ. (if applicable) Copy of EMO Employee Policy Manual   |

# Sample Online Application Pages

## Application Cover Page

Access the form at <http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus> (under the section titled “Important Charter School Information”).



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

### South Carolina Public Charter School Application

#### Applicant Information

Name of Proposed Charter School:

Mailing Address (if known):

City:

State:

Zip Code:

Name of Applicant Group:

DUNS#:

TIN:

#### Contact Information

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

Title (select one):

First Name:

Last Name:

Title/Position:

Mailing Address:

City:

State:

Zip Code:

Phone Number:

Cell Number:

E-mail:

Fax Number:

#### Additional Information About Proposed Charter School

Grade levels during opening year:

Grade levels at full student matriculation:

Sponsor Name:

**Print Form**



**Statement of Assurances**

*For informational purposes only.*

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

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

- A. Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
- 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) or a public or independent institution of higher learning, 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 South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the charter school may receive.
- G. Will use the same pupil accounting system as required of public schools and districts.
- H. Will employ noncertified teachers in a ratio of up to 25 percent of its entire teaching staff (10 percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in the Elementary and Secondary Education Act (ESEA).
- 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 ESEA legislation and applicable provisions of the SCDE's ESEA waiver.



- M. Will adhere to all provisions of reporting student truancy, discipline incidents, and persistently dangerous situations as required by ESEA.
- N. Will assume liability for the activities of the charter school and will indemnify and hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.
- O. Will report to its sponsor and the SCDE any changes to information provided under its application in a timely manner.
- P. Will report at least annually to its sponsor and the SCDE all information required by the sponsor and by the SCDE, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff.
- Q. Will adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable.
- 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.



**Signature Certification Page**

Name of Proposed School: \_\_\_\_\_

Mailing Address (if known): \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Name of Applicant Group: \_\_\_\_\_

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

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

\_\_\_\_\_  
Signature of Charter School Committee Chair

\_\_\_\_\_  
Date

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

Charter School Committee Chair Name:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Sponsor Representative Name:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



Sample Form: Access the form at <http://ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus> (under the section titled “Important Charter School Information”)

**Student Enrollment Projections for 10-Year Charter**

Name of Charter School \_\_\_\_\_

| <b>GRADE</b>     | 2016–17 | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Pre-Kindergarten |         |         |         |         |         |         |         |         |         |         |
| Kindergarten     |         |         |         |         |         |         |         |         |         |         |
| First            |         |         |         |         |         |         |         |         |         |         |
| Second           |         |         |         |         |         |         |         |         |         |         |
| Third            |         |         |         |         |         |         |         |         |         |         |
| Fourth           |         |         |         |         |         |         |         |         |         |         |
| Fifth            |         |         |         |         |         |         |         |         |         |         |
| Sixth            |         |         |         |         |         |         |         |         |         |         |
| Seventh          |         |         |         |         |         |         |         |         |         |         |
| Eighth           |         |         |         |         |         |         |         |         |         |         |
| Ninth            |         |         |         |         |         |         |         |         |         |         |
| Tenth            |         |         |         |         |         |         |         |         |         |         |
| Eleventh         |         |         |         |         |         |         |         |         |         |         |
| Twelfth          |         |         |         |         |         |         |         |         |         |         |
| <b>TOTALS</b>    |         |         |         |         |         |         |         |         |         |         |

## **Charter School Facilities Approval Process** Effective January 1, 2014

All charter schools must construct and maintain facilities that meet all the requirements of the latest edition of the *South Carolina School Facilities Planning and Construction Guide (Guide)*. The Office of School Facilities (OSF) cannot waive requirements of building, fire, or other applicable codes and regulations.

In accordance with state statute and regulation, all schools must contract with South Carolina–licensed design professionals to provide construction documents, code, zoning and land-use analysis, transportation analysis, and other professional services as needed. Additionally, accessory buildings considered Assembly Occupancies by the codes, such as auditoriums and gymnasiums, require the services of licensed design professionals.

The charter school is responsible for all roadway improvements required by the SCDOT, including, but not limited to, road widening, intersection realignment, creation of turn lanes, and signaling. Traffic studies at the expense of the school may be required to determine requirement, and traffic improvements may extend to intersections beyond the actual school site. The charter school is responsible for any additional property and cost required for roadway improvements to the property.

### **Responsibilities of the Charter School:**

1. Contact the OSF for information to set up a school account to include school name, contact information, and proposed opening date.
2. Contact the OSF to schedule a site evaluation visit for your proposed school site.

### **Submittal Process by the Architect:**

1. The architect must submit plans in accordance with the process in the *Guide*.
2. All local ordinances and regulations, including zoning ordinances, must be met in addition to state regulations, such as SCDHEC Food Services requirements. Approval of plans by permitting authority is required prior to final plan approval by the OSF. Consult the *Guide* for additional information on permitting.
3. Bidding cannot begin until the charter school has received final approval on the construction documents. This approval will serve as the building permit for the project.

### **Construction Process:**

1. All projects will require inspections by independent, third-party vendors in addition to the inspections performed by the OSF. Consult the *Guide* for this procedure.
2. **Occupancy of the charter school cannot occur until OSF has issued a Certificate of Occupancy. This includes teachers setting up classrooms and student orientation.**

Questions and submissions to the OSF concerning charter schools should be directed to:

#### **Pat Hinson**

Office of School Facilities  
SC Department of Education  
1429 Senate Street, Suite 1114  
Columbia, SC 29201  
Tel: [REDACTED]  
Fax: [REDACTED]  
E-mail: [REDACTED]

## SC Virtual School Curriculum Review Information

S.C. Code Ann. § 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 Virtual Education uses the South Carolina Academic Standards. These standards can be found on the SCDE's website at <http://ed.sc.gov/agency/ccr/Standards-Learning/>. 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 (NACOL) 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://www.inacol.org/resources/publications/national-quality-standards/>

After the standards document and the SCVS Program Online Review Instrument is completed for a course, the Curriculum Coordinator for the Office of Virtual Education 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)

|   |  |
|---|--|
| <b>Content:</b> S.C. Code Ann. § 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. |  |
| 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.   |  |
| <b>Activities and Assignments</b>   |  |
| Course includes a variety of activities and assignments to address multiple learning styles.  |  |
| 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.   |  |

|  |  |
|--|--|
| <b>Assessments</b>   |  |
| Frequent assessments provide targeted feedback.  |  |
| 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.                                     |  |
| <b>Web Design</b>  |  |
| 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.   |  |
| <b>Print Materials</b>   |  |
| 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.  |  |
| <b>Technology Integration</b>  |  |
| 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.  |  |
| <b>Comments</b>  |  |
|  |  |

# Charter School Application Process

Revised 3/16/15

An applicant shall submit a letter of intent at least **(90) ninety days** before submitting an application to the board of trustees or area commission from which it is seeking sponsorship and a copy to the South Carolina Department of Education.



Application is submitted to charter sponsor and a copy to the SCDE Charter Schools Office. **Contact individual sponsor for application submission deadline.** The sponsor shall rule on the application for a charter school in a public hearing, upon reasonable public notice, within **(90) ninety days** after receiving the application. The sponsor may request clarifying or additional information from the applicant during the review. **(90) ninety days**



The sponsor denies the application and provides a written explanation of the reason(s). **(10) ten days**



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



Applicant appeals to ALC **(45) forty-five days**  
ALC hears the appeal. (TBD)  
ALC issues a final written order. (TBD)



ALC reverses sponsor's decision



ALC affirms sponsor's board decision. **School not approved. Application process ended.**

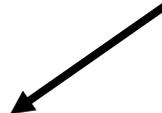
The applicant shall notify the local delegation of a county in which a proposed charter school is to be located upon receipt submission of a charter school application and also shall provide a copy of the charter school application upon request by a member of the local delegation.



The sponsor approves the charter school application. (A local school board may appeal a decision of the SCPCSD based upon adverse impact as defined by SBE Regulation 43-601)



**APPROVED CHARTER SCHOOL PREPARES TO OPEN THE FOLLOWING YEAR**



Before a charter school may open, the State Department of Education shall verify the accuracy of the financial data for the school within **(45) forty-five days** after approval.

*"TBD" is listed with certain parts of the ALC process because the time frame is determined by ALC rules for submission of documents and ALC case load.*

Charter Application Evaluation Rubric



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

**CHARTER SCHOOL APPLICATION**  
**EVALUATION RUBRIC**

|                            |  |
|----------------------------|--|
| <b>Applicant's Name</b>    |  |
| <b>Receipt Date</b>        |  |
| <b>Hearing Review Date</b> |  |

After a charter application is deemed to be complete, the evaluation rubric provides the sponsor with a means of determining the quality of the application. The design criteria and several indicators of quality are provided for each application component. An application that sufficiently addresses the indicator will rate on the “acceptable” side of the chart and would signify that the application meets the expectations for that indicator. An application only partially meeting the expectation would rank on the “not acceptable” side of the chart and would signify that the application does not meet the expectations for that indicator.

**Executive Summary:** The applicant must include an executive summary providing a clear explanation of the proposed charter school.

| Acceptable  |  | Not Acceptable  |   |
|---|--|---|---|
| Fully Meets<br><i>The application addresses and exceeds this indicator of the criteria.</i>   | Adequate/Meets<br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>   | Limited/Approaches<br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>  | Inadequate<br><i>The application does not address or meet this indicator of the criteria.</i>   |
| <p>The executive summary <b>provides a concise</b> explanation of the proposed charter school with the charter school’s philosophy for educating students and identifies evidence of need for the school, the student body to be served as defined by key demographic data, targeted geographical area, grade configuration, capacity of the school, key programmatic and unique features, and intent to partner with an education management organization (EMO) or charter management organization (CMO), if applicable. The summary includes how the proposed school will be more effective than the schools currently serving the targeted population. The summary includes the school’s philosophy, brief proposed charter plan, and growth plan.</p> | <p>The executive summary <b>provides a thorough, though not fully comprehensive</b> explanation of the proposed charter school with the charter school’s philosophy for educating students and identifies evidence of need for the school, the student body to be served as defined by key demographic data, targeted geographical area, grade configuration, capacity of the school, key programmatic and unique features, and intent to partner with an EMO or CMO, if applicable. The summary includes how the proposed school will be more effective than the schools currently serving the targeted population. The summary includes the school’s philosophy and brief proposed charter plan.</p> | <p>The executive summary <b>provides a limited explanation</b> of the proposed charter school. <b>Some, but not all information</b> is provided in the executive summary.</p> | <p>An executive summary is provided, however, <b>it fails to explain</b> the need or purpose of the proposed charter school. <b>Most</b> of the tenets of an executive summary are missing.</p> |

**Reviewer's Comments and Questions  
Executive Summary**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**1. Mission Statement:** The applicant must include a mission statement that must be clear and must support the intent of the Charter Schools Act.

| Acceptable  |  | Not Acceptable   |  |
|---|--|--|--|
| <p><b>Fully Meets</b><br/> <i>The application addresses and exceeds this indicator of the criteria.</i></p>   | <p><b>Adequate/Meets</b><br/> <i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i></p>   | <p><b>Limited/Approaches</b><br/> <i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i></p>   | <p><b>Inadequate</b><br/> <i>The application does not address or meet this indicator of the criteria.</i></p>                                  |
| <p>The mission statement expresses a clear, focused purpose for the school and supports the intent Charter Schools Act in 59-40-10.</p> <p>The mission statement focuses on high-quality educational outcomes that are likely to result in increased student achievement and closing existing achievement gaps.</p> | <p>The mission statement expresses a focused purpose for the school that supports the intent of the Charter Schools Act in 59-40-10.</p> <p>The mission statement does address the expectation of increased student achievement.</p> | <p>The mission statement has been provided, however, <b>it does not express</b> a clear, focused purpose for the school and is weakly linked to the intent of the Charter Schools Act.</p> | <p>The mission statement has been provided, however, <b>it is not clear and/or does not support</b> the intent of the Charter Schools Act.</p> |

**Reviewer's Comments and Questions**  
**1. Mission Statement**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**2. Evidence of Need and Support:** 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.

| Acceptable   |  | Not Acceptable  |  |
|--|--|---|--|
| <b>Fully Meets</b><br><i>The application addresses and exceeds this indicator of the criteria.</i>   | <b>Adequate/Meets</b><br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>  | <b>Limited/Approaches</b><br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>   | <b>Inadequate</b><br><i>The application does not address or meet this indicator of the criteria.</i>   |
| <p>The application has <b>comprehensively</b> shown that an adequate number of pupils, parents, teachers or combination, are in support of the formation of the charter school. The evidence presented also indicates that the school will reach its first year’s projected enrollment.</p> <p>The application <b>fully</b> describes the process involved in developing the charter committee, and the outreach it conducted; profiles are also provided.</p> <p>The school has provided <b>sufficient evidence</b> of community support for the school, and any community partnerships are clearly defined.</p> <p>The school has provided a full description of all outreach activities designed to reach a broad audience. The outreach activities of the school are sufficient.</p> <p><b>Strong evidence</b> of need and</p> | <p>The application <b>includes a sufficient, though not fully comprehensive</b> discussion to affirm the need for the school or support of the formation. The evidence presented also indicates that the school will reach its first year’s projected enrollment.</p> <p>The application <b>adequately</b> describes the process involved in developing the charter committee and the outreach it conducted; profiles are also provided.</p> <p>The school has <b>provided an adequate level of evidence</b> of community support for the school, and any community partnerships are clearly defined.</p> <p>The school has provided an <b>adequate level of evidence</b> of outreach activities designed to reach a broad audience. The outreach activities of the school are sufficient.</p> | <p>The application provides <b>limited evidence of a need</b> for the school. Limited information is provided to support the formation of the charter school. Limited evidence is presented to indicate that the school will reach its first year’s enrollment.</p> <p>The process for the development of the charter school committee and its outreach <b>were not</b> clearly outlined.</p> <p>The school has <b>provided limited</b> evidence of community support for the school <b>or</b> proposed community partnerships <b>are not</b> clearly defined.</p> <p>The school outreach activities <b>are very limited</b>.</p> | <p>The application <b>fails to adequately describe</b> the support of pupils, parents, teachers, or a combination. Evidence is not presented to show that the school will reach its first year’s projected enrollment.</p> <p>The application <b>fails to describe</b> the process involved in developing the charter committee and the outreach it conducted.</p> <p>The application <b>fails to provide</b> a detailed description of outreach activities.</p> <p>Outreach activities <b>do not</b> ensure an equal opportunity to enroll.</p> <p>Appendices have no items:</p> <ul style="list-style-type: none"> <li>• Charter committee resumes</li> <li>• Letters or other documents indicating support</li> </ul> |

|   |   |  |  |
|---|---|--|--|
| <p>support for the school is attached to the application.</p> <p>Appendices have all items, and they are fully developed:</p> <ul style="list-style-type: none"> <li>• Charter committee resumes</li> <li>• Letters or other documents indicating support from parents and community</li> <li>• Conversion school support (if applicable)</li> <li>• Evidence of enrollment and racial composition of converted private school (if applicable)</li> </ul> | <p>An <b>adequate level of evidence</b> of need and support is attached to the application.</p> <p>Appendices have all items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• Charter committee resumes</li> <li>• Letters or other documents indicating support from parents and community</li> <li>• Conversion school support (if applicable)</li> <li>• Evidence of enrollment and racial composition of converted private school (if applicable)</li> </ul> | <p><b>Limited evidence</b> of need and/or support is attached to the application.</p> <p>Appendices have some items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• Charter committee resumes</li> <li>• Letters or other documents indicating support from parents and community</li> <li>• Conversion school support (if applicable)</li> <li>• Evidence of enrollment and racial composition of converted private school (if applicable)</li> </ul> | <p>from parents and community</p> <ul style="list-style-type: none"> <li>• Conversion school support (if applicable)</li> <li>• Evidence of enrollment and racial composition of converted private school (if applicable)</li> </ul> |
|---|---|--|--|

**Reviewer's Comments and Questions**  
**2. Evidence of Need and Support**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**3. Enrollment:** The application must include a description of the charter school’s admission policies and procedures; 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 sponsoring school district or the targeted student population of the school district that 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.

| Acceptable   |   | Not Acceptable  |   |
|--|---|---|---|
| <b>Fully Meets</b><br><i>The application addresses and exceeds this indicator of the criteria.</i>   | <b>Adequate/Meets</b><br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>   | <b>Limited/Approaches</b><br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>   | <b>Inadequate</b><br><i>The application does not address or meet this indicator of the criteria.</i>  |
| <p>The application includes a full, comprehensive description of the admission policies and procedures, clearly describes how the school intends to ensure that the enrollment of the school is similar to the racial composition of the sponsoring school district or the targeted student population of the school district that the charter school proposes to serve, and provides assurance that the school will comply with any school district desegregation plan or order in effect.</p> <p>Marketing of a lottery process and enrollment deadlines, placement notification, as well as priority enrollment have been fully described.</p> <p>Appendices have all items, and they are fully developed:</p> <ul style="list-style-type: none"> <li>Letter(s) from sponsoring district regarding desegregation plan or order</li> </ul> | <p>The application includes a detailed, though not fully comprehensive, description of the admission policies and procedures, clearly describes how the school intends to ensure that the enrollment of the school is similar to the racial composition of the sponsoring school district or the targeted student population of the school district that the charter school proposes to serve, and provides assurance that the school will comply with any school district desegregation plan or order in effect.</p> <p>Marketing of a lottery process and enrollment deadlines, placement notification, as well as priority enrollment have been adequately described.</p> <p>Appendices have all items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>Letter(s) from sponsoring district regarding desegregation plan or order</li> </ul> | <p>The application provides a limited description of the admission policies and procedures. The application fails to clearly describe how the school intends to ensure that the enrollment of the school is similar to the racial composition of the sponsoring school district or the targeted student population of the school district that the charter school proposes to serve and provides limited assurances that the school will comply with any school district desegregation plan or order in effect.</p> <p>Some, but not all, information has been provided on marketing of a lottery process and enrollment deadlines.</p> <p>Appendices have some items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>Letter(s) from sponsoring district regarding desegregation plan or order</li> </ul> | <p>The application fails to provide a clear description of the admission policies and procedures and a clear description of how the school intends to ensure that the enrollment of the school is similar to the racial composition of the sponsoring school district or the targeted student population of the school district that the charter school proposes to serve. There is limited evidence of assurance to comply with any school district desegregation plan or order in effect.</p> <p>Information is not sufficiently provided on placement notification or priority enrollment.</p> <p>Appendices have no items:</p> <ul style="list-style-type: none"> <li>Letter(s) from sponsoring district regarding desegregation plan or order</li> </ul> |

**Reviewer's Comments and Questions**  
**3. Enrollment**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**4. Educational Program:** The charter school’s educational program 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.

| Acceptable   |  | Not Acceptable  |  |
|--|--|---|--|
| Fully Meets<br><i>The application addresses and exceeds this indicator of the criteria.</i>  | Adequate/Meets<br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>   | Limited/Approaches<br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>  | Inadequate<br><i>The application does not address or meet this indicator of the criteria.</i>  |
| <p>The charter school’s educational program and curriculum are clearly described in the application and <b>exceed</b> any student academic standards adopted by the school district in which the charter school is located.</p> <p>There is <b>clear and abundant evidence</b> provided to show that the chosen curriculum is aligned with the district standards; the educational philosophy and instructional techniques are clearly aligned and articulated; the school’s proposed instructional practices support and are aligned with the school’s mission and vision; the school describes how instruction will be differentiated based on identified students, the curriculum framework is clearly presented and aligns with the school’s stated mission and goals; the school calendar and schedule both demonstrate compliance with</p> | <p>The charter school’s educational program and curriculum are <b>clearly described</b> in the application and <b>meet</b> any student academic standards adopted by the school district in which the charter school is located.</p> <p>There is <b>adequate evidence to show that</b> the chosen curriculum is aligned with the district standards; the educational philosophy and instructional techniques are clearly aligned and articulated; the school’s proposed instructional practices support and are aligned with the school’s mission and vision; the school describes how instruction will be differentiated based on identified students, the curriculum framework is clearly presented and aligns with the school’s stated mission and goals; the school calendar</p> | <p>The charter school’s educational program and curriculum <b>fails to clearly</b> describe any student academic standards adopted by the school district in which the charter school is located.</p> <p>The application <b>fails to describe to an adequate degree</b> how the educational program outlined in the application is designed to enable each student to achieve these standards.</p> <p>Appendices have some items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• School calendar and daily schedule for the academic year</li> <li>• Virtual school list of courses (if applicable)</li> <li>• Supporting documents from the described educational program</li> </ul> | <p>The charter school’s educational program and curriculum <b>fails to meet</b> the academic standards adopted by the school district in which the charter school is located.</p> <p>The application <b>fails to provide</b> adequate information on how the educational program outlined in the application.</p> <p>Appendices have no items:</p> <ul style="list-style-type: none"> <li>• School calendar and daily schedule for the academic year</li> <li>• Virtual school list of courses (if applicable)</li> <li>• Supporting documents from the described educational program</li> </ul> |

|  |  |  |  |
|--|--|--|--|
| <p>statutory requirements for student contact hours, and the school has articulated that the curriculum is viable.</p> <p>The application demonstrates that the educational program outlined in the application is designed to enable each student to achieve these standards.</p> <p>Appendices have all items, and they are fully developed:</p> <ul style="list-style-type: none"> <li>• School calendar and daily schedule for the academic year</li> <li>• Virtual school list of courses (if applicable)</li> <li>• Supporting documents from the described educational program</li> </ul> | <p>and schedule both demonstrate compliance with statutory requirements for student contact hours, and the school has articulated that the curriculum is viable.</p> <p>The educational program outlined in the application is adequate to enable each student to achieve these standards.</p> <p>Appendices have all items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• School calendar and daily schedule for the academic year</li> <li>• Virtual school list of courses (if applicable)</li> <li>• Supporting documents from the described educational program</li> </ul> |  |  |
|--|--|--|--|

**Reviewer's Comments and Questions  
4. Educational Program**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**5. Goals, Objectives, and Evaluations:** The charter school’s goals and objectives must be clearly described in the application and must meet or exceed any student academic standards adopted by the State of South Carolina. 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, the timeline for meeting these standards, and the procedures to be taken if pupil achievement falls below the standards.

| Acceptable   |  | Not Acceptable  |  |
|--|--|---|--|
| Fully Meets<br><i>The application addresses and exceeds this indicator of the criteria.</i>  | Adequate/Meets<br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>   | Limited/Approaches<br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>  | Inadequate<br><i>The application does not address or meet this indicator of the criteria.</i>  |
| <p>The school has <b>fully identified</b> appropriate and manageable goals and objectives that reflect high expectations and include benchmarks based on reliable research and data.</p> <p>The school has <b>clearly</b> described a plan to monitor progress toward meeting the goals of the school and how the school will make modifications based on data.</p> <p>There is a <b>clear description</b> of alignment of goals that exceed any student academic standards adopted by the State of South Carolina.</p> <p>The charter school application <b>includes a clear plan</b> for evaluating pupil performance across the curriculum.</p> <p>The plan is presented with a clear timeline for achieving these standards/goals.</p> | <p>The school has <b>identified appropriate</b> goals and objectives that reflect high expectations and include benchmarks based on reliable research and data.</p> <p>The school has <b>included an adequate level</b> of information on how the charter school will monitor progress toward meeting the goals of the school and how the school will make modifications based on data.</p> <p>The goals <b>are aligned</b> with the academic standards adopted by the State of South Carolina and with the mission and vision of the school.</p> <p>The charter school application <b>includes a plan</b> for evaluating pupil performance across the curriculum.</p> <p>The plan is presented with a</p> | <p>The school has <b>failed to identify</b> appropriate and manageable goals and objectives that reflect high expectations and include benchmarks based on reliable research and data.</p> <p>The school has <b>failed to include an adequate level</b> of information on how the charter school will monitor progress toward meeting the goals of the school and how the school will make modifications based on data.</p> <p>The goals <b>are not aligned</b> with the academic standards adopted by the State of South Carolina..</p> <p>The charter school application <b>includes a partial plan</b> for evaluating pupil performance across the curriculum.</p> <p>The plan is presented with a limited timeline for achieving these standards/goals.</p> | <p>The school has <b>failed to identify</b> goals and objectives that reflect high expectations and include benchmarks based on reliable research and data.</p> <p>The school has <b>included limited information</b> on how the charter school will monitor progress toward meeting the goals of the school and how the school will make modifications based on data.</p> <p>The application <b>fails to discuss</b> how goals are aligned with the academic standards adopted by the State of South Carolina.. The charter school application <b>does not include a plan</b> or timeline for evaluating pupil performance across the curriculum.</p> |

|  |  |  |   |
|--|--|--|---|
| <p>The application includes a <b>clear and concise</b> description of the charter school’s plan for collecting data and evaluating pupil achievement and progress toward accomplishment of the school’s achievement standards.</p> <p>The school’s evaluation plan includes state-mandated assessments, other assessments, and the timeline for meeting these standards.</p> <p>The school has <b>provided a comprehensive plan</b> to address low pupil achievement.</p> <p>The school has <b>provided clear procedures</b> to be taken if pupil achievement falls below the standards.</p> | <p>timeline for achieving these standards/goals.</p> <p>The application <b>includes an adequate</b> description of the charter school’s plan for collecting data and evaluating pupil achievement and progress toward accomplishment of the school’s achievement standards.</p> <p>The school’s evaluation plan <b>includes an adequate level of</b> information on how the school will include state-mandated assessments, other assessments, and the timeline for meeting these standards.</p> <p>The school <b>has described procedures</b> to be taken if pupil achievement falls below the standards.</p> | <p>The application <b>provides a limited</b> description of the charter school’s plan for evaluating pupil achievement and progress toward accomplishment of the school’s achievement standards.</p> <p>The school’s evaluation plan <b>includes some, but not all, information</b> on the kinds of assessments to be administered and the timeline for meeting these standards.</p> <p>The school has described a plan but <b>fails to</b> provide clear procedures to be taken if pupil achievement falls below the standards.</p> | <p>The application <b>fails to provide</b> a description of the charter school’s plan for evaluating pupil achievement and progress toward accomplishment of the school’s achievement standards.</p> <p>The school’s evaluation plan <b>does not sufficiently</b> describe the kinds of assessments or a timeline for meeting these standards.</p> <p>The school <b>fails to adequately describe</b> a plan or provide clear procedures to be taken if pupil achievement falls below the standards.</p> |
|--|--|--|---|

**Reviewer's Comments and Questions  
5. Goals and Objectives**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**6. Serving Students with Special Needs:** To ensure that a free and appropriate public education (FAPE) and a continuum of services, including transition and technical assistance, will be provided in the initial year of operation, the application must include either a budget that reflects the employment of at least one special education teacher starting with the initial year or the agreement reached for the provision of special education and related services between the school and the sponsor.

| Acceptable  |   | Not Acceptable  |   |
|---|---|---|---|
| Fully Meets<br><i>The application addresses and exceeds this indicator of the criteria.</i>   | Adequate/Meets<br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>  | Limited/Approaches<br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>  | Inadequate<br><i>The application does not address or meet this indicator of the criteria.</i>   |
| <p>The application includes a <b>thorough</b> discussion of how the charter will follow all regulations related to the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title III of the Elementary and Secondary Education Act (ESEA), and provision of a FAPE for all students, including students with special needs, and how the charter will provide for student referral and evaluation, transition, technical assistance and program evaluation, including the exiting of students who are found to no longer require specialized services. This level of detail includes</p> | <p>The application <b>includes a detailed, though not comprehensive</b>, discussion of how the charter will follow regulations related to IDEA, Section 504 of the Rehabilitation Act, The Americans with Disabilities Act, Title III of ESEA, and provision of a FAPE.</p> <p>The section also <b>includes</b> budget support for at least one special education teacher during the initial year, as required by SCPCSD, and <b>an adequate level of information</b> on how the charter will provide for student referrals and evaluation for disabilities, including transition, technical assistance, program evaluation, and an exit strategy for students who are found to no longer require specialized services.</p> <p>Appendices have all items, but</p> | <p>The application <b>provides a limited discussion</b> of how the charter will follow regulations related to IDEA, Section 504 of the Rehabilitation Act, The Americans with Disabilities Act, Title III of ESEA, and provision of a FAPE. Some information may be missing or incomplete.</p> <p><b>Some, but not all, information is provided</b> on the charter's process for referral and evaluation of students with disabilities, including transition, technical assistance, program evaluation, and an exit strategy for students found to no longer require specialized services.</p> <p>Appendices have some items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• Agreement with sponsoring district for special education services (if applicable)</li> </ul> | <p>The application <b>fails to provide necessary information</b> on how the charter will follow regulations related to IDEA, Section 504 of the Rehabilitation Act, The Americans with Disabilities Act, Title III of ESEA, and provision of a FAPE.</p> <p>Information is <b>not sufficiently provided</b> on the charter's process for referral and evaluation of students with disabilities, including transition, technical assistance, program evaluation, and an exit strategy for students found to no longer require specialized services.</p> <p>Appendices have no items:</p> <ul style="list-style-type: none"> <li>• Agreement with sponsoring district for special education services (if applicable)</li> </ul> |

PR/Award # U282A150032

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| <p>budget support for one or more special education teachers during the initial year as required by SCPCSD (South Carolina Public Charter School District) or an agreement for the provision of special education and related services between the school and the sponsor.</p> <p>Appendices have all items, and they are fully developed:</p> <ul style="list-style-type: none"> <li>• Agreement with sponsoring district for special education services (if applicable)</li> </ul> | <p>they are not fully developed:</p> <ul style="list-style-type: none"> <li>• Agreement with sponsoring district for special education services (if applicable)</li> </ul> |  |  |
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**Reviewer's Comments and Questions**  
**6. Serving Students with Special Needs**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

| 7. Student Discipline, Suspension, and Expulsion: The charter school application must include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures.   |  |  |  |
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| Acceptable  |  | Not Acceptable   |  |
| Fully Meets<br><i>The application addresses and exceeds this indicator of the criteria.</i>   | Adequate/Meets<br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>   | Limited/Approaches<br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>   | Inadequate<br><i>The application does not address or meet this indicator of the criteria.</i>  |
| <p>The charter school application includes detailed policies governing student conduct, student rights and responsibilities, and student discipline standards and procedures that meets state law. The policy sets forth</p> <ul style="list-style-type: none"> <li>• a description of student rights and responsibilities, including behavior and discipline standards, and</li> <li>• a reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school before expulsion.</li> </ul> <p>The application adequately address that under IDEA of 2004, the continued provision of FAPE for a student with a disability who is expelled from a public school remains with the LEA.</p> | <p>The charter school application includes policies governing student conduct, student rights and responsibilities, and student discipline standards and procedures that meets state law. The policy sets forth</p> <ul style="list-style-type: none"> <li>• a description of student rights and responsibilities, including behavior and discipline standards, and</li> <li>• a reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school before expulsion.</li> </ul> <p>The application adequately address that under IDEA of 2004, the continued provision of FAPE for a student with a disability who is expelled from a public school remains with the LEA.</p> <p>The discipline policy <b>complies</b> with the FERPA and includes a charter board appeals process for students recommended for</p> | <p>The charter school application includes inadequate policies governing student conduct, student rights and responsibilities, and/or student discipline standards and procedures that meets state law. The policies do not set forth</p> <ul style="list-style-type: none"> <li>• An adequate description of student rights and responsibilities, including behavior and discipline standards, and</li> <li>• A reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school before expulsion.</li> </ul> <p>The application does not adequately address that under IDEA of 2004, the continued provision of FAPE for a student with a disability who is expelled from a public school remains with the LEA.</p> <p>The discipline policy <b>complies</b> with the FERPA and includes some discussion of the charter board appeals process for students</p> | <p>The charter school application fails to provide detailed policies governing student conduct, student rights and responsibilities, and student discipline standards and procedures that meets state law.</p> <p>The application fails to adequately address that under IDEA of 2004, the continued provision of FAPE for a student with a disability who is expelled from a public school remains with the LEA.</p> <p>The discipline policy described <b>does not comply</b> with the FERPA, and does not include discussion of the charter board appeals process for students recommended for expulsion or comply with S.C. Code Ann. § 59-63-235, which provides for the expulsion of any student who brings a firearm to school.</p> |

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| <p>The discipline policy <b>complies</b> with the Family Education Rights and Privacy Act (20 U.S.C. § 1232) (FERPA), includes a charter board appeals process for students recommended for expulsion and also complies with S.C. Code Ann. § 59-63-235, which provides for the expulsion of any student who brings a firearm to school.</p> | <p>expulsion and also complies with S.C. Code Ann. § 59-63-235, which provides for the expulsion of any student who brings a firearm to school.</p> | <p>recommended for expulsion and also complies with S.C. Code Ann. § 59-63-235, which provides for the expulsion of any student who brings a firearm to school.</p> |  |
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**Reviewer's Comments and Questions**  
**7. Student Discipline, Suspension, and Expulsion**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

| 8. Governance: The application must include a description of the governance of the charter school.  |  |   |  |
|---|--|---|--|
| Acceptable  |  | Not Acceptable  |  |
| Fully Meets<br><i>The application addresses and exceeds this indicator of the criteria.</i>   | Adequate/Meets<br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>   | Limited/Approaches<br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>  | Inadequate<br><i>The application does not address or meet this indicator of the criteria.</i>  |
| <p>The application includes a section that <b>comprehensively discusses</b> effective governance of the proposed charter school.</p> <p>The application describes the model of governance for the proposed charter school and clearly defines governance structure for the school and the governing board, the process to appoint or elect the initial governing board, and how and when bylaws <b>were</b> adopted by the board.</p> <p>This section includes information on the following processes:</p> <ul style="list-style-type: none"> <li>• explanation of the transition from a charter committee to the initial governing board and lead administrators, including identification of individuals making the transition and a timeline</li> <li>• a plan for ongoing board training and capacity building</li> <li>• overview of the proposed</li> </ul> | <p>The application includes a section that <b>generally discusses</b> effective governance of the proposed charter school.</p> <p>The application describes the model of governance and operation for the proposed charter school and includes the process to appoint or elect the initial governing board, how and when bylaws <b>will be</b> or were adopted by the board, and the governance structure for the school.</p> <p>This section <b>includes some information</b> on the following processes:</p> <ul style="list-style-type: none"> <li>• explanation of the transition from a charter committee to the initial governing board and lead administrators, including identification of individuals making the transition and a timeline</li> <li>• a plan for ongoing board training and capacity building</li> <li>• overview of the proposed board’s meeting frequency and focus, and the role of</li> </ul> | <p>The application <b>includes a limited and possibly incomplete discussion</b> of effective governance the proposed charter school. This section may have <b>some or incomplete information</b> on the following processes:</p> <ul style="list-style-type: none"> <li>• explanation of the transition from a charter committee to the initial governing board and lead administrators, including identification of individuals making the transition and a timeline</li> <li>• a plan for ongoing board training and capacity building</li> <li>• overview of the proposed board’s meeting frequency and focus and the role of any standing subcommittees</li> <li>• Explain powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed, and when this takes place.</li> <li>• a plan for how a lead</li> </ul> | <p>The application fails to coherently discuss effective governance of the proposed charter school. This section <b>has little and/or incomplete information</b> on the following processes:</p> <ul style="list-style-type: none"> <li>• explanation of the transition from a charter committee to the initial governing board and lead administrators, including identification of individuals making the transition and a timeline</li> <li>• a plan for ongoing board training and capacity building</li> <li>• overview of the proposed board’s meeting frequency and focus and the role of any standing subcommittees</li> <li>• Explain powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed, and when this takes place.</li> </ul> |

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| <p>board's meeting frequency and focus and the role of any standing subcommittees</p> <ul style="list-style-type: none"> <li>• explain powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed, and when this takes place.</li> <li>• a plan for how a lead administrator will be hired and how the transition of leadership will happen</li> <li>• a description of the relationship between the charter governing board and the sponsor</li> <li>• a description of parent involvement in the governance of the school, along with volunteer requirements and opportunities after the board is open</li> </ul> <p>The governance section <b>substantively describes</b> the relationship between the governing board and school administrators, including the amount of authority the governing board will convey to the school administrators.</p> | <p>any standing subcommittees</p> <ul style="list-style-type: none"> <li>• explain powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed, and when this takes place.</li> <li>• a plan for how a lead administrator will be hired and how the transition of leadership will happen</li> <li>• a description of the relationship between the charter governing board and the sponsor</li> <li>• a description of parent involvement in the governance of the school, along with volunteer requirements and opportunities after the board is open</li> </ul> <p>The governance section also <b>describes</b> the relationship between the governing board and school administrators, including the amount of authority the governing board will convey to the school administrators. .</p> <p>The governance section also <b>includes mention</b> of liability and indemnification and information regarding bylaw</p> | <p>administrator will be hired and how the transition of leadership will happen</p> <ul style="list-style-type: none"> <li>• a description of the relationship between the charter governing board and the sponsor</li> <li>• a description of parent involvement in the governance of the school, along with volunteer requirements and opportunities after the board is open</li> </ul> <p>The governance section <b>has a limited description</b> of the relationship between the governing board and school administrators, including the amount of authority the governing board will convey to the school administrators.</p> <p>There is <b>brief or incomplete mention</b> of liability and indemnification and information regarding bylaws, articles of incorporation, and an organizational chart (with school administration, employees, and the relationship to the sponsoring district).</p> <p>Appendices have some items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• Bylaws</li> <li>• Articles of incorporation</li> <li>• Organizational chart</li> </ul> | <ul style="list-style-type: none"> <li>• a plan for how a lead administrator will be hired and how the transition of leadership will happen</li> <li>• a description of the relationship between the charter governing board and the sponsor</li> <li>• a description of parent involvement in the governance of the school, along with volunteer requirements and opportunities after the board is open</li> </ul> <p>The governance section <b>does not describe</b> the relationship between the governing board and school administrators, including the amount of authority the governing board will convey to the school administrators.</p> <p>There is <b>insufficient or no mention</b> of liability and indemnification and information regarding bylaws, articles of incorporation, and an organizational chart (with school administration, employees, and the relationship to the sponsoring district).</p> <p>Appendices have no items:</p> <ul style="list-style-type: none"> <li>• Bylaws</li> <li>• Articles of incorporation</li> <li>• Organizational chart</li> </ul> |
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| <p>The governance section also includes full statements of liability and indemnification and information regarding bylaws, articles of incorporation and an organizational chart (with school administration, employees, and the relationship to the sponsoring district).</p> <p>Appendices have all items, and they are fully developed:</p> <ul style="list-style-type: none"> <li>• Bylaws</li> <li>• Articles of incorporation</li> <li>• Organizational chart</li> </ul> | <p>articles of incorporation, and an organizational chart (with school administration, employees, and the relationship to the sponsoring district).</p> <p>Appendices have all items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• Bylaws</li> <li>• Articles of incorporation</li> <li>• Organizational chart</li> </ul> |  |  |
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**Reviewer's Comments and Questions  
8. Governance**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

| 9. Operation: The application must include a description of the operations of the charter school.   |   |   |  |
|---|---|---|--|
| Acceptable  |   | Not Acceptable  |  |
| <b>Fully Meets</b><br><i>The application addresses and exceeds this indicator of the criteria.</i>  | <b>Adequate/Meets</b><br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>   | <b>Limited/Approaches</b><br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>   | <b>Inadequate</b><br><i>The application does not address or meet this indicator of the criteria.</i>   |
| <p>The application includes a section that <b>comprehensively discusses</b> effective operation of the proposed charter school.</p> <p>This section <b>completely describes</b> the following processes:</p> <ul style="list-style-type: none"> <li>• A detailed school start-up plan</li> <li>• Any involvement with the replication of existing successful public charter schools</li> <li>• The nature and extent of parental, professional educator, and community involvement in the operation of the charter school</li> <li>• The capacity and experience of the school leadership and management team along with job descriptions of the administrative positions, including the principal and guidance counselor, with a clear delineation of employee classification and who is responsible for employment decisions and oversight at each level</li> </ul> | <p>A detailed school start-up plan</p> <ul style="list-style-type: none"> <li>• Any involvement with the replication of existing successful public charter schools</li> <li>• The nature and extent of parental, professional educator, and community involvement in the operation of the charter school</li> <li>• The capacity and experience of the school leadership and management team along with job descriptions of the administrative positions, including the principal and guidance counselor, with a clear delineation of employee classification and who is responsible for employment decisions and oversight at each level</li> </ul> <p>A plan of support and funding for staff development</p> <p>Appendices have all items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• Sample job descriptions (for administrator, teachers, and key employees).</li> </ul> | <p>The application <b>includes a limited and incomplete discussion</b> of effective operation of the proposed charter school. This section may have <b>some or incomplete information</b> on the following processes:</p> <ul style="list-style-type: none"> <li>• A detailed school start-up plan</li> <li>• Any involvement with the replication of existing successful public charter schools</li> <li>• The nature and extent of parental, professional educator, and community involvement in the operation of the charter school</li> <li>• The capacity and experience of the school leadership and management team along with job descriptions of the administrative positions, including the principal and guidance counselor, with a clear delineation of employee classification and who is responsible for employment decisions and oversight at each level</li> <li>• A plan of support and funding for staff development</li> </ul> | <p>The application fails to coherently discuss effective governance and the operation of the proposed charter school. This section <b>has little and/or incomplete information</b> on the following processes:</p> <ul style="list-style-type: none"> <li>• A detailed school start-up plan</li> <li>• Any involvement with the replication of existing successful public charter schools</li> <li>• The nature and extent of parental, professional educator, and community involvement in the operation of the charter school</li> <li>• The capacity and experience of the school leadership and management team along with job descriptions of the administrative positions, including the principal and guidance counselor, with a clear delineation of employee classification and who is responsible for employment decisions and oversight at each level</li> </ul> <p>A plan of support and funding for staff development</p> |

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| <p>delineation of employee classification and who is responsible for employment decisions and oversight at each level</p> <ul style="list-style-type: none"> <li>• A plan of support and funding for staff development</li> </ul> <p>Appendices have all items, and they are fully developed:</p> <ul style="list-style-type: none"> <li>• Sample job descriptions (for administrator, teachers, and key employees).</li> </ul> |  | <p>Appendices have some items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• Sample job descriptions (for administrator, teachers, and key employees).</li> </ul> | <p>Appendices have no items:</p> <ul style="list-style-type: none"> <li>• Sample job descriptions (for administrator, teachers, and key employees).</li> </ul> |
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**Reviewer's Comments and Questions  
9. Operation**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**10. Budget and Finance:** The application must include 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. The application also must describe the manner in which an annual audit will be conducted.

| Acceptable  |  | Not Acceptable   |  |
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| Fully Meets<br><i>The application addresses and exceeds this indicator of the criteria.</i>   | Adequate/Meets<br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>   | Limited/Approaches<br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>   | Inadequate<br><i>The application does not address or meet this indicator of the criteria.</i>  |
| <p>The application includes a plan to submit a financial audit, conducted by an outside, certified financial firm, to the SCDE as required in regulation.</p> <p>The budget included in the charter application <b>reflects the educational and operational priorities</b> of the school, including documentation of any “soft funds,” such as grant money or donations that have been or are likely to be received.</p> <p>This section also describes the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies.</p> | <p>The application includes a plan to submit a financial audit, conducted by an outside, certified financial firm, to the SCDE as required in regulation.</p> <p>The budget included in the charter application reflects the educational and operational priorities of the school, but <b>does not include</b> documentation of “soft funds,” such as grant money or donations that have been or are likely to be received.</p> <p>This section also describes the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies.</p> | <p>The application <b>does not</b> include a plan to submit a financial audit, conducted by an outside, certified financial firm, to the SCDE as required in regulation.</p> <p>The budget included in the charter application <b>does not fully link</b> to the educational and operational priorities of the school, and fails to include documentation of any “soft funds,” such as grant money or donations that have been or are likely to be received.</p> <p>This section also describes the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies.</p> <p>The budget section <b>does not adequately explain</b> how the school will remain fiscally</p> | <p>The application <b>does not</b> include a plan to submit a financial audit, conducted by an outside, certified financial firm, to the SCDE as required in regulation.</p> <p>The budget included in the charter application <b>fails to reflect or connect to</b> the educational and operational priorities of the school, and does not document any “soft funds,” such as grant money or donations that have been received or are likely to be received.</p> <p>This section does not describe the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies.</p> <p>The budget section <b>does not explain</b> how the school will remain fiscally solvent, adhere to</p> |

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| <p>The budget section <b>fully explains how the school will remain fiscally solvent</b>, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures.</p> <p>The application also <b>describes planned subcontracts</b> to outside providers and provides information on the following in the appendices:</p> <ul style="list-style-type: none"> <li>• School Enrollment Form</li> <li>• Five-Year Budget (an Excel spreadsheet showing realistic assumptions and their basis, a cash-flow projection of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the application narrative in the educational plan and other related sections)</li> <li>• Ten-Year Budget Plan Memorandums of Agreement for Negotiated Services, if applicable,</li> </ul> | <p>The budget section <b>adequately, explains</b> how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures.</p> <p>The application also <b>briefly mentions</b> planned subcontracts to outside providers and provides information on the following in the appendices:</p> <ul style="list-style-type: none"> <li>• School Enrollment Form</li> <li>• Five-Year Budget (an Excel spreadsheet showing realistic assumptions and their basis, a cash-flow projection of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the application narrative in the educational plan and other related sections)</li> <li>• Ten-Year Budget Plan Memorandums of Agreement for Negotiated Services, if applicable, for any</li> </ul> | <p>solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures.</p> <p>The application <b>does not include information</b> on planned subcontracts to outside providers and/or provides limited information on the following in the appendices:</p> <ul style="list-style-type: none"> <li>• School Enrollment Form</li> <li>• Five-Year Budget (an Excel spreadsheet showing realistic assumptions and their basis, a cash-flow projection of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the application narrative in the educational plan and other related sections)</li> <li>• Ten-Year Budget Plan Memorandums of Agreement for Negotiated Services, if applicable, for any negotiated services to be provided by the sponsor or a third party.</li> </ul> | <p>generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures.</p> <p>The application <b>does not include</b> information on planned subcontracts to outside providers and/or provides limited information on the following in the appendices:</p> <ul style="list-style-type: none"> <li>• School Enrollment Form</li> <li>• Five-Year Budget (an Excel spreadsheet showing realistic assumptions and their basis, a cash-flow projection of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the application narrative in the educational plan and other related sections)</li> <li>• Ten-Year Budget Plan Memorandums of Agreement for Negotiated Services, if applicable, for any negotiated services to be provided by the sponsor or a third party.</li> </ul> |
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| for any negotiated services to be provided by the sponsor or a third party. | negotiated services to be provided by the sponsor or a third party. |  |  |
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**Reviewer's Comments and Questions  
10. Budget and Finance**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**11. Employees:** The charter school must employ administrators and teachers in a manner consistent with the Charter Schools Act. The application must explain the relationship that will exist between the charter school and its employees, including evaluation procedures. Charter schools must adopt an evaluation program for teachers and principals that meets the requirements of the SCDE’s ESEA Waiver. The charter school must have a reasonable grievance and termination procedure for its employees.

| Acceptable   |  | Not Acceptable  |   |
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| Fully Meets<br><i>The application addresses and exceeds this indicator of the criteria.</i>  | Adequate/Meets<br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>   | Limited/Approaches<br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>  | Inadequate<br><i>The application does not address or meet this indicator of the criteria.</i>   |
| <p>The application includes the following:</p> <ul style="list-style-type: none"> <li>• A clear description of the process to be used to advertise for, select, and employ instructional staff and other employees.</li> <li>• A clear statement asserting that at least one member of the administrative staff will hold a current SC certification of administration or will have at least one year of experience in the field of school-based administration.</li> <li>• A complete description of the proposed evaluation process. Charter schools may use SAFE-T (ADEPT and PADEPP) or another evaluation system that complies with the state’s ESEA Flexibility Waiver requirements.</li> <li>• An explanation of how the school will communicate its</li> </ul> | <p>The application includes the following:</p> <ul style="list-style-type: none"> <li>• A description of the process to be used to advertise for, select, and employ instructional staff and other employees.</li> <li>• A clear statement asserting that at least one member of the administrative staff will hold a current SC certification of administration or will have at least one year of experience in the field of school-based administration.</li> <li>• A description of the proposed evaluation process. Charter schools may use SAFE-T (ADEPT and PADEPP) or another evaluation system that complies with the state’s ESEA Flexibility Waiver</li> </ul> | <p>The application includes the following:</p> <ul style="list-style-type: none"> <li>• A limited description of the process to be used to advertise for, select, and employ instructional staff and other employees.</li> <li>• An unclear statement asserting that at least one member of the administrative staff will hold a current SC certification of administration or will have at least one year of experience in the field of school-based administration.</li> <li>• A limited description of the proposed evaluation process. Charter schools may use SAFE-T (ADEPT and PADEPP) or another evaluation system that complies with the state’s</li> </ul> | <p>The application fails to include required information or extremely limited information in the following area:</p> <ul style="list-style-type: none"> <li>• No description of the process to be used to advertise for, select, and employ instructional staff and other employees.</li> <li>• No statement asserting that at least one member of the administrative staff will hold a current SC certification of administration or will have at least one year of experience in the field of school-based administration.</li> <li>• No description of the proposed evaluation process. Charter schools may use SAFE-T (ADEPT and PADEPP) or another evaluation system that complies with the state’s ESEA Flexibility Waiver</li> </ul> |

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| <p>employment policies and any policy changes.</p> <ul style="list-style-type: none"> <li>• A description of the grievance and termination procedure for the charter school’s employees.</li> </ul> <p>Only if applicable, appendices include T. Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 <i>et seq.</i> (2004).</p> | <p>requirements.</p> <ul style="list-style-type: none"> <li>• An explanation of how the school will communicate its employment policies and any policy changes.</li> <li>• A description of the grievance and termination procedure for the charter school’s employees.</li> </ul> <p>Only if applicable, appendices include T. Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 <i>et seq.</i> (2004).</p> | <p>ESEA Flexibility Waiver requirements.</p> <ul style="list-style-type: none"> <li>• A minimal explanation of how the school will communicate its employment policies and any policy changes.</li> <li>• A limited description of the grievance and termination procedure for the charter school’s employees.</li> </ul> <p>Only if applicable, appendices include T. Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 <i>et seq.</i> (2004).</p> | <p>requirements.</p> <ul style="list-style-type: none"> <li>• No explanation of how the school will communicate its employment policies and any policy changes.</li> <li>• No clear description of the grievance and termination procedure for the charter school’s employees.</li> </ul> <p>Only if applicable, appendices include T. Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 <i>et seq.</i> (2004).</p> |
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**Reviewer's Comments and Questions**  
**11. Employees**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**12. Insurance Coverage:** The application must include a description of the types and amounts of insurance coverage to be obtained by the charter school. The application must address, but is not limited to, the following types of insurance: worker’s compensation, property, indemnity, and automotive.

| <p><b>Fully Meets</b><br/><i>The application addresses and exceeds this indicator of the criteria.</i></p>   | <p><b>Adequate/Meets</b><br/><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i></p>  | <p><b>Limited/Approaches</b><br/><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i></p>  | <p><b>Inadequate</b><br/><i>The application does not address or meet this indicator of the criteria.</i></p>   |
|--|--|--|--|
| <p><b>All</b> of the following required components for charter school insurance coverage are included:</p> <ul style="list-style-type: none"> <li>• Worker’s compensation insurance</li> <li>• Liability insurance that covers limits of SC Tort Claims Act</li> <li>• Property insurance</li> <li>• Indemnity insurance</li> <li>• Automobile insurance for property and liability</li> </ul> <p>Appendices include <b>statements</b> from licensed SC insurance companies verifying applicant’s insurance with cost.</p> | <p><b>Most</b> of the following required components for charter school insurance coverage are included:</p> <ul style="list-style-type: none"> <li>• Worker’s compensation insurance</li> <li>• Liability insurance that covers limits of SC Tort Claims Act</li> <li>• Property insurance</li> <li>• Indemnity insurance</li> <li>• Automobile insurance for property and liability</li> </ul> <p>Appendices include <b>some</b> statements from licensed SC insurance companies verifying applicant’s insurance with cost.</p> | <p><b>Few</b> of the following required components for charter school insurance coverage are included:</p> <ul style="list-style-type: none"> <li>• Worker’s compensation insurance</li> <li>• Liability insurance that covers limits of SC Tort Claims Act</li> <li>• Property insurance</li> <li>• Indemnity insurance</li> <li>• Automobile insurance for property and liability</li> </ul> <p>Appendices <b>include minimal</b> statement from licensed SC insurance companies and inadequate verification of applicant’s insurance with cost.</p> | <p><b>None</b> of the following required components for charter school insurance coverage are included:</p> <ul style="list-style-type: none"> <li>• Worker’s compensation insurance</li> <li>• Liability insurance that covers limits of SC Tort Claims Act</li> <li>• Property insurance</li> <li>• Indemnity insurance</li> <li>• Automobile insurance for property and liability</li> </ul> <p>Appendices <b>do not</b> include statements from licensed SC insurance companies verifying applicant’s insurance with cost.</p> |

**Reviewer's Comments and Questions**  
**12. Insurance Coverage**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

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

| Acceptable   |  | Not Acceptable  |  |
|--|--|---|--|
| Fully Meets<br><i>The application addresses and exceeds this indicator of the criteria.</i>  | Adequate/Meets<br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>   | Limited/Approach<br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>  | Inadequate<br><i>The application does not address or meet this indicator of the criteria.</i>  |
| <p><b>A detailed transportation plan is presented</b> with considerations for how the school will ensure that lack of transportation will not preclude students from attending.</p> <p>If applicable, the transportation plan outlines details for bus driver training and safety requirements or a contractual agreement with the district or a third party; a contract or description of transportation services is included in the appendices.</p> <p>Appendices have all items, and they are fully developed:</p> <ul style="list-style-type: none"> <li>• Transportation services contract (if applicable)</li> </ul> | <p>A transportation plan is presented, but it <b>lacks considerations</b> for how the school will ensure that transportation will not preclude students from attending.</p> <p>If applicable, the transportation plan provides <b>general</b> training and safety requirements or a contractual agreement with the district or a third party; a contract or description of services is included in the appendices.</p> <p>Appendices have all items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• Transportation services (if applicable)</li> </ul> | <p>Transportation is mentioned, but there is <b>no plan</b> or considerations for how the school will ensure that transportation will not preclude students from attending.</p> <p>If applicable, the he transportation plan outlines <b>minimal</b> bus driver training and safety requirements or a contractual agreement with the district or a third party; a contract or description of services is not included in the appendices.</p> <p>Appendices have some items, but they are not fully developed:</p> <ul style="list-style-type: none"> <li>• Transportation services (if applicable)</li> </ul> | <p>Transportation <b>is not addressed</b> in the application.</p> <p>Appendices have no items: Transportation services (if applicable)</p> |

**Reviewer's Comments and Questions  
13: Transportation**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**14. Facilities:** The application must include descriptions of the building, facilities, and equipment and an explanation as to how they will be obtained.

| Acceptable   |  | Not Acceptable   |   |
|--|--|--|---|
| <p><b>Fully Meets</b><br/> <i>The application addresses and exceeds this indicator of the criteria.</i></p>  | <p><b>Adequate/Meets</b><br/> <i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i></p>   | <p><b>Limited/Approaches</b><br/> <i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i></p>   | <p><b>Inadequate</b><br/> <i>The application does not address or meet this indicator of the criteria.</i></p> |
| <p>The building, facilities, and equipment needs are described, and there is a <b>detailed plan</b> for how they will be obtained.</p> <ul style="list-style-type: none"> <li>• If a facility <u>has been identified</u>, application includes the address of the facility, a description of the facility, and the name and address of the owner of the facility.</li> <li>• If a facility <u>has not been identified</u>, application specifies a <b>detailed</b> plan for obtaining such a facility and include a description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.</li> </ul> | <p>The building, facilities, and equipment needs are described, and there is a <b>partial plan</b> for how they will be obtained.</p> <ul style="list-style-type: none"> <li>• If a facility <u>has been identified</u>, application includes the address of the facility, a description of the facility, and the name and address of the owner of the facility.</li> <li>• If a facility <u>has not been identified</u>, application specifies a plan for obtaining such a facility and include a description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility</li> </ul> | <p>The building, facilities, and equipment needs are included, but there is <b>no plan</b> or evidence of how the following will be obtained.</p> <ul style="list-style-type: none"> <li>• If a facility <u>has been identified</u>, application includes the address of the facility, a description of the facility, and the name and address of the owner of the facility.</li> <li>• If a facility <u>has not been identified</u>, application specifies a <b>limited</b> plan for obtaining such a facility and include a description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.</li> </ul> | <p>The building, facilities, and equipment needs <b>are not</b> listed.</p>                                   |

|  |  |   |  |
|--|--|---|--|
| <p>Appendices <b>include all items only if a facility is identified:</b></p> <ul style="list-style-type: none"> <li>• Floor plan of facility</li> <li>• Proposed lease or rental agreement</li> <li>• Documentation from the SCDE's Office of School Facilities</li> <li>• Documentation from SCDOT</li> </ul> | <p><b>Only if a facility is identified</b><br/>Appendices <b>include :</b></p> <ul style="list-style-type: none"> <li>• Floor plan of facility</li> <li>• Proposed lease or rental agreement</li> <li>• Documentation from the SCDE's Office of School Facilities</li> <li>• Documentation from SCDOT</li> </ul> | <p><b>Only if a facility is identified</b><br/>appendices <b>include:</b></p> <ul style="list-style-type: none"> <li>• Floor plan of facility</li> <li>• Proposed lease or rental agreement</li> <li>• Documentation from the SCDE's Office of School Facilities</li> <li>• Documentation from SCDOT</li> </ul> | <p><b>Only if a facility is identified</b><br/>Appendices <b>include :</b></p> <ul style="list-style-type: none"> <li>• Floor plan of facility</li> <li>• Proposed lease or rental agreement</li> <li>• Documentation from the SCDE's Office of School Facilities</li> <li>• Documentation from SCDOT</li> </ul> |
|--|--|---|--|

**Reviewer's Comments and Questions**  
**14. Facilities**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

**15. School Management Contracts:** Applicants must complete this section if the proposed charter school intends to contract with an education management organization (EMO).

| Acceptable  |   | Not Acceptable   |   |
|---|---|--|---|
| Fully Meets<br><i>The application addresses and exceeds this indicator of the criteria.</i>   | Adequate/Meets<br><i>The application addresses or meets an appropriate level of expectation for this indicator for the criteria.</i>  | Limited/Approaches<br><i>The application does not sufficiently address or only partially meets this indicator of the criteria.</i>   | Inadequate<br><i>The application does not address or meet this indicator of the criteria.</i>   |
| <p>The application <b>provides strong evidence</b> that shows that the service provider has successfully managed other charter schools and has demonstrated strong academic achievement for similar student populations.</p> <p>The application includes a term sheet for management of the charter school that <b>fully</b> outlines both performance measures and contract severance provisions.</p> <p>The application includes a statement of authorization of the EMO to conduct business in SC and the financial obligation of the charter to the EMO.</p> <p>Appendices include</p> <ul style="list-style-type: none"> <li>• Evidence that the EMO is authorized to conduct business in SC</li> <li>• Proposed EMO contract</li> </ul> | <p>The application provides some <b>evidence</b> that the service provider has managed other charter schools <b>but does not adequately explain or provide evidence</b> of demonstrated success on academic achievement for similar student populations.</p> <p>The application includes a term sheet for management of the charter school that <b>partially</b> outlines both performance measures and contract severance provisions.</p> <p>The application includes a statement of authorization of the EMO to conduct business in SC <b>but has incomplete or inadequate information</b> regarding the financial obligation of the charter to the EMO.</p> <p>Appendices include</p> <ul style="list-style-type: none"> <li>• Evidence that the EMO is authorized to conduct business in SC</li> <li>• Proposed EMO contract</li> </ul> | <p>The application <b>mentions</b> that the service provider has managed other charter schools but <b>does not explain or provide evidence</b> of demonstrated academic achievement for similar student populations.</p> <p>The application includes a term sheet for management of the charter school which <b>minimally</b> includes performance measures and contract severance provisions.</p> <p>The application includes a statement of authorization of the EMO to conduct business in SC <b>but does not show</b> the financial obligation of the charter to the EMO.</p> <p>Appendices include</p> <ul style="list-style-type: none"> <li>• Evidence that the EMO is authorized to conduct business in SC</li> <li>• Proposed EMO contract</li> </ul> | <p>The application <b>does not provide</b> information to show that the service provider has managed other charter schools with adequate success.</p> <p>The application <b>does not include</b> a term sheet for management of the charter school.</p> <p>The application <b>does not include</b> a statement of authorization of the EMO to conduct business in SC <b>and does not show</b> the financial obligation of the charter to the EMO.</p> <p>Appendices do not include</p> <ul style="list-style-type: none"> <li>• Evidence that the EMO is authorized to conduct business in SC</li> <li>• Proposed EMO contract</li> </ul> |

**Reviewer's Comments and Questions**  
**15. School Management Contracts**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The committee provides an overall rating for this application component.

**Acceptable**

**Not Acceptable**

| <b>Overall Summary of Application</b>            |                   |                      |                 |
|--|-------------------|----------------------|-----------------|
| <b>Descriptor</b>                                | <b>Acceptable</b> | <b>Unacceptable</b>  | <b>Comments</b> |
| Executive Summary                                |                   |                      |                 |
| 1. Mission Statement                             |                   |                      |                 |
| 2. Evidence of Need                              |                   |                      |                 |
| 3. Enrollment                                    |                   |                      |                 |
| 4. Educational Program                           |                   |                      |                 |
| 5. Goals, Objectives, and Evaluations            |                   |                      |                 |
| 6. Serving Students with Special Needs           |                   |                      |                 |
| 7. Student Discipline, Suspension, and Expulsion |                   |                      |                 |
| 8. Governance                                    |                   |                      |                 |
| 9. Operations                                    |                   |                      |                 |
| 10. Budget and Finance                           |                   |                      |                 |
| 11. Employees                                    |                   |                      |                 |
| 12. Insurance Coverage                           |                   |                      |                 |
| 13. Transportation                               |                   |                      |                 |
| 14. Facilities                                   |                   |                      |                 |
| 15. School Management Contracts                  |                   |                      |                 |
| <b>Final Evaluation on Application</b>           |                   |                      |                 |
| <b>Compliant</b>                                 |                   | <b>Non-Compliant</b> |                 |
| Comments:  |                   |                      |                 |

**Geographic Distribution of Charter Schools in South Carolina**

| <b>Geographic Distribution of Charter Schools in South Carolina</b> |                              |  |  |
|---|------------------------------|--|--|
| <b>School District</b>  | <b>Total Charter Schools</b> | <b>Authorized by Local School District/LEA</b> | <b>Authorized by SC Public Charter School District (SCPCSD) (statewide authorizer)</b> |
| Abbeville   | 1                            |  | 1  |
| Aiken   | 3                            | 3  |  |
| Anderson 05   | 1                            | 1  |  |
| Beaufort  | 3                            | 1  | 2  |
| Charleston  | 11                           | 8  | 3  |
| Chester   | 1                            | 1  |  |
| Clarendon 02  | 1                            | 1  |  |
| Edgefield   | 1                            |  | 1  |
| Fairfield   | 1                            |  | 1  |
| Florence 01   | 1                            | 1  |  |
| Georgetown  | 1                            | 1  |  |
| Greenville  | 9                            | 6  | 3  |
| Horry   | 5                            | 4  | 1  |
| Jasper  | 1                            |  | 1  |
| Lancaster   | 1                            | 1  |  |
| Lee   | 1                            |  | 1  |
| Lexington 02  | 3                            |  | 3  |
| Lexington 05  | 1                            |  | 1  |
| Orangeburg 05   | 2                            | 1  | 1  |
| Pickens   | 1                            |  | 1  |
| Richland 01   | 4                            | 2  | 2  |
| Richland 02   | 1                            | 1  |  |
| Spartanburg 06  | 1                            |  | 1  |
| Spartanburg 07  | 1                            |  | 1  |
| Williamsburg  | 2                            | 2  |  |
| York 03   | 3                            | 1  | 2  |
| Statewide (virtual)   | 5                            |  | 5  |
| <b>TOTALS</b>   | <b>66</b>                    | <b>35</b>                                      | <b>31</b>  |



OFFICE OF SCHOOL TRANSFORMATION

**OST Charter School Accreditation Plan Proposal**  
Revised 6/19/2015

The goal of this plan is to ensure that the public charter schools of South Carolina have access to an accreditation process that meets the unique needs of charter schools. Charter team members have met with internal and external stakeholders to develop this plan. This plan has been reviewed by external stakeholders to include the Public Charter School Alliance of South Carolina (PCSASC), the South Carolina Public Charter School District, and charter leaders.

Per a memorandum issued by Superintendent Molly Spearman on March 20, 2015, “A public charter school is to be considered an accredited school so long as its charter is valid and is not in revocation or non-renewal status. South Carolina public charter schools are authorized to issue valid South Carolina diplomas, provided students meet all academic requirements.” This plan proposes a more detailed process moving forward.

The Office of School Transformation (OST) Charter School Team proposes a process by which the South Carolina Department of Education (SCDE) establishes criteria, evaluates schools on the criteria, and deems schools having met the criteria as being in accredited status.

South Carolina public charter schools must submit an annual report to their sponsor and the SCDE on a yearly basis. In addition to the existing annual report requirements, the OST Charter School Team proposes the following additions to the annual report to serve as accreditation criteria:

- Each charter school must provide the most recent charter contract held between the charter school and the charter school sponsor.
- Each charter school must provide the most recent edition of their charter.
- Each charter school must review the Statement of Assurances for Charter Schools and submit with the signatures of the school leader and the charter school board chairman.
- Each charter school sponsor must review the Statement of Assurances for Charter School Sponsors and submit with the signature of the sponsoring district’s superintendent.

The OST Charter School Team will receive and review all annual reports submitted by charter school sponsors to determine accreditation status. Completion of the above annual report requirements will result in a charter school satisfactorily meeting state charter school accreditation requirements. A listing of all state charter schools and their accreditation status will be posted to the SCDE Charter Schools webpage.

## Revised State Charter School Accreditation Proposal

The OST Charter School Team will provide technical assistance to charter schools regarding the annual report requirements to include the State Charter School Accreditation process at the PCSASC Summer Leaders Meeting and at the PCSASC Fall Conference.

The SC Public Charter School Annual Report and state charter school accreditation process will adhere to the timeline below.

|                                 |  |
|---------------------------------|--|
| <b>December 31</b>              | Charter schools submit the annual report to their sponsor with all required components for review.                               |
| <b>January 31</b>               | Charter school sponsors submit the annual report for all of their charter schools to the SCDE OST Charter School Team.           |
| <b>February 1–<br/>April 30</b> | SCDE OST Charter School Team reviews annual reports submitted by charter schools to determine if all requirements have been met. |
| <b>May 1</b>                    | SCDE OST Charter School Team publishes state charter school accreditation status to the SCDE Charter School webpage.             |

## Revised Statement of Assurances for Charter School Sponsors



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

South Carolina Public Charter School Annual Report

### **Statement of Assurances for Charter School Sponsors**

As the authorized representative of [ (name of charter school sponsor) ], I hereby certify that the stated charter school sponsor complies with all applicable South Carolina Charter Schools Act of 1996 requirements as submitted in this statement of assurances.

- A. The sponsor of a charter school is the charter school's local education agency (LEA) and a charter school is a school within that LEA. The sponsor retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law as defined in section S.C. Code Ann. § 59-40-40.
- B. Adopt national industry standards of quality charter schools and shall authorize and implement practices consistent with those standards in order to promote the quality of charter school outcomes and oversight. S.C. Code Ann. § 59-40-55
- C. Approve and decline charter applications as specified in S.C. Code Ann. §§ 59-40-50, 59-40-60, and 59-40-70(C).
- D. Conduct or require oversight activities that enable the sponsor to fulfill its responsibilities outlined in this chapter, including conducting appropriate inquiries and investigations, only if those activities are consistent with the intent of this chapter, adhere to the terms of the charter contract, and do not unduly inhibit the autonomy granted to public charter schools. S.C. Code Ann. § 59-40-55
- E. Collect, in accordance with S.C. Code Ann. § 59-40-140(H), an annual report from each of its sponsored charter schools and submit the reports to the Department of Education. S.C. Code Ann. § 59-40-55
- F. Provide to parents and the general public information about charter schools authorized by the sponsor as an enrollment option within the district in which the charter school is located to the same extent and through the same means as the district in which the charter school is located provides and publicizes information about all public schools in the district. S.C. Code Ann. § 59-40-55
- G. Will negotiate, execute, and monitor the terms of a contract between the charter school and the sponsor as defined in S.C. Code Ann. §§ 59-40-55 and 59-40-60. Contracts must be submitted to the SCDE annually.
- H. Will comply with S.C. Code Ann. § 59-40-70 (1996), which outlines charter school application hearing, approval, and appeal process.
- I. Will adhere to all provisions of S.C. Code Ann. § 59-40-100 pertaining to conversion charter schools, as applicable.
- J. Notify the charter school of perceived problems if its performance or legal compliance appears to be unsatisfactory and provide reasonable opportunity for the school to remedy the problem, unless the problem warrants revocation and revocation timeframes apply. S.C. Code Ann. § 59-40-55

- K. Take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance. These actions or sanctions may include requiring a school to develop and execute a corrective action plan within a specified timeframe. S.C. Code Ann. § 59-40-55
- L. The sponsor annually shall evaluate the conditions outlined in S.C. Code Ann. § 59-40-110. The annual evaluation results must be used in making a determination for nonrenewal or revocation and notify in writing the charter school's governing body of the proposed action. S.C. Code Ann. § 59-40-110(F)
- M. Shall permanently close any charter school at the conclusion of the school year after receiving the lowest performance level rating as defined by the federal accountability system for three consecutive years in accordance with S.C. Code Ann. § 59-40-110(E).
- N. Prior to any public charter school closure, the sponsor shall develop a public charter school closure protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property, and net assets in accordance with S.C. Code Ann. § 59-40-110(K).
- O. Sponsors shall classify schools as AECs as outlined in S.C. Code Ann. § 59-40-111 and follow procedures as outlined in S.C. Code Ann. § 59-40-110(E) for automatic closure.
- P. Will receive and distribute state, county, and school district funds to a charter school as determined by the formula outlined in S.C. Code Ann. § 59-40-140(A).
- Q. The South Carolina Public Charter School District or public or independent institution of higher learning sponsor shall receive and distribute state funds to the charter school as provided by the General Assembly as outlined in S.C. Code Ann. § 59-40-140(B).
- R. Will receive and distribute to the charter school federal funds which are allocated to the sponsor 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 as outlined in S.C. Code Ann. § 59-40-140(C).
- S. After receipt of federal or state categorical aid funds, sponsors shall, within ten business days, supply to the charter school the proportional share of each categorical fund for which the charter school qualifies as outlined in S.C. Code Ann. § 59-40-140(D).
- T. Shall provide technical assistance to persons and groups preparing or revising charter applications at no expense per S.C. Code Ann. § 59-40-140(I).
- U. 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 as outlined in S.C. Code Ann. § 59-40-170.
- V. Use its funding provided pursuant to this section exclusively for the purpose of fulfilling sponsor obligations in accordance with the South Carolina Charter Schools Act of 1996.

---

Signature of Sponsoring District Superintendent

---

Date

## Statement of Assurances for Charter Schools

|  |   |
|--|---|
|  <p><b>SOUTH CAROLINA</b><br/><b>STATE DEPARTMENT</b><br/><b>OF EDUCATION</b></p> | <p>South Carolina Public Charter School Annual Report</p> <p><b>Statement of Assurances for Charter Schools</b></p> |
|--|---|

As the authorized representative of [ (name of charter school) ], I hereby certify that the stated charter school complies with all applicable South Carolina Charter Schools Act of 1996 requirements as submitted in this statement of assurances.

- A. Complies with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. S.C. Code Ann. § 59-40-40(2)(b)
- B. Does not charge tuition or other charges pursuant to S.C. Code Ann. § 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. S.C. Code Ann. § 59-40-40(2)(d)
- C. Adheres to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or, in the case of the South Carolina Public Charter School District (SCPCSD) or a public or independent institution of higher learning, the local school district in which the charter school is located. S.C. Code Ann. § 59-40-50(B)(1)
- D. Meets, and may exceed, the same minimum student attendance requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(2)
- E. Adheres to the same financial audits, audit procedures, and audit requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(3)
- F. Reports to its sponsor and the South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the charter school may receive.
- G. Uses the same pupil accounting system as required of public schools and districts.
- H. Employs noncertified teachers in a ratio of up to 25 percent of its entire teaching staff (10 percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in the Elementary and Secondary Education Act (ESEA). S.C. Code Ann. § 59-40-50(5)
- I. Employs one administrative staff member who is certified or experienced in the field of school administration. S.C. Code Ann. § 59-40-50(6)
- J. Is secular in its curriculum, programs, governance, and all other operations. S.C. Code Ann. § 59-40-40(1)
- K. Complies with the Freedom of Information Act. S.C. Code Ann. § 59-40-50(10)
- L. Complies with the ESEA legislation and applicable provisions of the SCDE's ESEA waiver.

REQUEST FOR PROPOSALS (RFP)



**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

MOLLY M. SPEARMAN  
STATE SUPERINTENDENT OF EDUCATION

**Request for Proposals (RFP)  
Application Package**

**Public Charter Schools Program—Planning and Implementation  
Competitive Subgrant  
2016–17**

The Public Charter Schools Program Planning and Implementation Grant is a subgrant program funded by the United States Department of Education, authorized by the *Elementary and Secondary Education Act of 1965* (ESEA), as amended, Title V, Part B, Subpart 1, and administered by the South Carolina Department of Education.

Deadline for Receipt of Applications: **June 15, 2016, at 1:00 p.m.**

Technical Assistance for Applicants: **April 12, 2016, at 10:00 a.m.**

For questions, contact:

Fredrica Brailsford, Education Associate

[charterschoolgrant@ed.sc.gov](mailto:charterschoolgrant@ed.sc.gov)

Issued by:

South Carolina Department of Education  
Office of School Transformation  
Charter Schools Program Office  
1429 Senate Street, Suite 603E  
Columbia, SC 29201

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## PART I: General Information

### A. Introduction and Purpose

The South Carolina Charter Schools Act (S.C. Code Ann. § 59-40-10 *et seq.* (Supp. 2011 and as amended by H.3241)) provides the mechanism for the design and operation of charter schools for the purposes of improving student learning, increasing learning opportunities for students, encouraging the use of a variety of productive teaching methods, establishing new forms of accountability, creating new professional development opportunities for teachers, assisting South Carolina in reaching academic excellence, and creating new, innovative, and more flexible ways of educating children within the public school system with the goal of closing achievement gaps between low-performing student groups and high-performing student groups. As public schools, charter schools are nonreligious, non-home-based, nonprofit, and nondiscriminatory.

In 2015, the South Carolina Department of Education (SCDE) received a Public Charter Schools Program (CSP) grant from the United States Department of Education (USED) to support the initial planning, program design, and implementation of new charter schools. The purpose of the CSP (Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act [ESEA]), as stated in the federal authorizing statute (<http://www2.ed.gov/policy/elsec/leg/esea02/pg62.html>) and non-regulatory guidance (at <http://www2.ed.gov/programs/charter/legislation.html>), is to increase the national understanding of the charter school model by (1) expanding the number of high-quality charter schools available to students across the nation by providing financial assistance for the planning, program design, and initial implementation of charter schools, and (2) by evaluating the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

Contingent upon the receipt of funds from the USED, the SCDE will use CSP funds to administer a subgrant program to expand the number of high-quality charter schools available to students across the state. For charter schools that will open during the 2016–17 school year, this is a multi-year project with a *maximum* combined program performance period of **36 months**. Approved awards will have a funding start date of July 1, 2016.

Approximately \$5.7 million will be available for new subgrants to schools during the maximum 36-month project term. Funds will be distributed to subgrantees via reimbursement in three phases with the maximum allowable program performance period for:

- Planning (12 months); original funding period will begin July 1, 2016, through June 30, 2017 for initial costs associated with planning and project design.
- Implementation Year 1 (12 months)
- Implementation Year 2 (12 months).

Official grant award documents will be processed annually as continuation of funding is not automatic. Continuation funding depends upon the availability of federal funding, the subgrantee meeting stated benchmarks and submitting all requested SCDE and USED documentation, and the state's performance on CSP benchmarks regarding charter schools. In

determining continuation funding, the SCDE will consider the grantee’s progress toward meeting program objectives, the submission and quality of all reports and data (see section M, Project Performance Accountability and Reporting Requirements), the rationale for budget expenditures, and the availability of funds. No subgrantee will be authorized to move to the next funding phase without an official continuation award from the SCDE.

The following information is provided for budget projection purposes:

| Funding Phase                           | Type of Applicant |                  |
|---|-------------------|------------------|
|   | Targeted          | Typical          |
|   | Maximum Amount*   | Maximum Amount*  |
| Planning                                | \$268,222         | \$248,222        |
| Implementation Year 1                   | \$293,222         | \$268,222        |
| Implementation Year 2                   | \$238,645         | \$181,875        |
| <b>Maximum if funded for all phases</b> | <b>\$800,089</b>  | <b>\$698,319</b> |

\*Based on available funds. See appendix A, Definition of Terms for definitions of targeted and typical applicant.

To be considered for funding, subgrant applications must demonstrate compliance with the South Carolina Charter Schools Act (<http://www.scstatehouse.gov/code/t59c040.php>). More information about the Charter Schools Act will be provided in the technical assistance session.

## B. Eligible Applicants

*New charter schools* that have received approval from their chartering authorizer (sponsor) to open in the 2017–18 school year may submit grant applications for this funding round. (See appendix A, Definition of Terms Used.)

A *new charter school* applicant that has not yet received an approval/denial determination from its sponsor may also submit a grant application. However, to receive subgrant funds, an applicant must be officially approved by an authorizer (sponsor). Funds will not be awarded until the approval is confirmed.

A *charter school in the first year of operation* may apply for an *Implementation Only* grant for up to 24 months.

According to federal Charter Schools Program regulations, Section 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 and provided a copy of the proposal (Part 1 only) to said authority. However, in order to receive CSP funds, a charter school must meet the following definition from Title V, Part B, Subpart 1, Section 5210(1) of the ESEA:

The term “charter school” means a public school that:

1. In accordance with a specific state statute authorizing the granting of charters to

- schools, is exempt from significant state or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the requirements in paragraphs 1 through 12 of this definition;
2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
  3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
  4. Provides a program of elementary or secondary education, or both;
  5. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
  6. Does not charge tuition;
  7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as amended, and Part B of the Individuals with Disabilities Education Act;
  8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
  9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purpose of this program;
  10. Meets all applicable federal, state, and local health and safety requirements;
  11. Operates in accordance with state law; and
  12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

Employees of the SCDE are not eligible to apply for this subgrant; therefore, eligible charter developer groups must not include current SCDE employees.

In accordance with federal regulations, a previous subgrantee is ineligible to receive more than one planning and implementation grant.

### **C. Competitive Priorities**

To receive competitive priority points, the application abstract *must* identify which priority is being sought, and the proposal narrative *must* clearly provide *evidence* that the proposed project meets and fulfills the priority in order for a determination to be made that competitive priority points are justified. A statement that competitive priority points are being sought is not sufficient evidence for additional points to be awarded. Applicants *must* also complete the competitive priorities section of the online application to receive consideration for the competitive priority bonus points. Applicants must clearly meet the specified criteria for each priority to earn additional points for each category. Applicants are not eligible for competitive points unless their application earns an average score of 75 points or higher on the initial review.

A maximum of 20 additional points are available for applications that meet the criteria for competitive priorities. An application can qualify for any or all of the four priority categories. Justification for competitive priority points must be included in the Project Abstract.

**Priority #1: District without any charter schools (5 points)**

To be eligible for this priority, the applicant must be the first charter school to open in the school district or be the only charter school in the district at the time of application. The proposed charter school must be located within a district that currently does not have any authorized or operating charter schools.

**Priority #2: Low-performing schools (5 points)**

To be eligible for this priority, the applicant must propose to establish a charter school which is physically located within the attendance zone of one of the state’s lowest-performing schools and proposes to serve the same grade levels. These schools would serve as viable options for students who currently attend, or would otherwise attend, the State’s lowest-performing schools.

**Priority #3: Closing achievement gaps (5 points)**

To be eligible for this priority, the applicant must propose to address closing achievement gaps (i.e., gender, race/ethnicity, poverty, or ability levels). Targeted achievement gaps must be based on the needs of students projected to attend the charter school.

**Priority #4: At-risk students (5 points)**

Charters that propose serving at-risk, secondary students (as defined by South Carolina statute) must meet *one* of the following criteria:

1. **At-risk criteria 4.A: Report Card Ratings:** To meet these criteria, the applicant must be located in a district that an inadequate ESEA index score in the most recently available school year on the SC district report card.
2. **At-risk criteria 4.B: Annual Measurable Objectives (AMO):** To meet these criteria, the majority (60 percent or more) of secondary schools in the district will not have achieved AMO for the most recent two years reported.

A targeted applicant must define “at-risk” in accordance with State Board of Education (SBE) Regulation 43-274.1 and be able to prove direct services to at-risk children (see appendix A, Definition of Terms Used.). A typical applicant is a charter school that does not meet the eligibility criteria for a targeted applicant.

**D. Timeline of Subgranting Process**

| <b>Date</b>    | <b>Activity/Action</b>   |
|----------------|--|
| April 12, 2016 | The SCDE conducts pre-application technical assistance session |
| June 15, 2016  | Deadline for receipt of applications (due by 1:00 p.m.)        |
| August 2016    | Notification of awards (funding period begins July 1, 2016)    |

|                 |   |
|-----------------|---|
| October 3, 2016 | Evidence due that the school is making progress towards opening on time                           |
| April 14, 2017  | Evidence due that the school will open as planned/agreed upon                                     |
| June 2, 2017    | Evidence due that the school is ready to move from Planning to Implementation Year 1              |
| June 1, 2018    | Evidence due that the school is ready to move from Implementation Year 1 to Implementation Year 2 |
| June 30, 2019   | Project period ends (36-month period)   |
| August 15, 2019 | Final project report due to the SCDE  |

### E. Technical Assistance Sessions for Applicants

The Office of School Transformation will offer a pre-application technical assistance session via Blackboard Collaborate on **April 12, 2016**, from 10:00 a.m. until 12:00 p.m. To participate, go to <https://sas.illuminate.com/m.jnlp?sid=2013163&password=M.78D89AFC2B2F211D2F6652745683CE>. No password is required to join the session. Participants should enter their full names when logging in to the session. Participants will be able to log in 30 minutes prior to the start of the session to test their equipment's settings and to download/print handouts. While participation is not mandatory in order to submit an application, it is *highly recommended*.

### F. Statutory, Federal Guidance, and State-level Program Requirements

Charter schools must provide evidence of improved student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA. Authorizers must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA as the *most important factor* when determining to renew or revoke a school's charter. Each authorizer and charter school must enter a contractual agreement stating that student performance of all students described in Section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school's charter.

Planning phase: To receive planning funds through reimbursement, a subgrantee must be officially approved by an authorizer.

Each subgrantee is responsible for understanding and adhering to program guidelines to remain eligible for continuation funding. Each application must:

- describe how the funds will be used, to include a description of how such funds will be used in conjunction with funds from 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 may be 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 authorizer for the proposed charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education

Act (IDEA), the Age Discrimination Act of 1975 (42 U.S.C. 6101, *et seq.*), Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d, *et seq.*), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, *et seq.*), and Section 504 of the Rehabilitation Act of 1973 (29U.S.C. 794) in the operation of the charter school; and

- contain an appropriate General Education Provisions Act (GEPA) statement to comply with Section 427 of GEPA as described in this RFP (see page 52).

Funded applicants must have an annual independent audit conducted by a qualified auditing or accounting firm and must file the audit annually with the charter school's authorizer.

If an applicant believes that it is necessary to waive federal statutory or regulatory provisions or state or local rules generally applicable to public schools for the successful operation of their charter school, a request and justification for any waiver must be submitted as part of the application. The applicant must identify the specific section of federal law for which they are requesting a waiver.

Note: Applicants should take particular care when or if contracting with a for-profit third party for the operation and administration of the school. In these cases, the subgrantee's board of directors should be independent of the contractor, and the contract should be considered "arms-length," able to be terminated with minimal penalties to the charter school.

#### Applicable Federal Regulations

Applicants should review the following federal regulations, accessible at the electronic Code of Federal Regulations (e-CFR) Web site ([www.ecfr.gov](http://www.ecfr.gov)), which are applicable to the Charter Schools Program. Applicants are reminded that, if funded, their programs must comply with these regulations.

- 2 CFR Part 25—Universal Identifier and System of Award Management
- 2 CFR Part 170—Reporting Subaward and Executive Compensation Information
- 2 CFR Part 175—Award Term for Trafficking in Persons
- 2 CFR Part 180—OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement)
- 2 CFR Part 200—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Note: 2 CFR Part 200.210(a)(1)) requires that a grant recipient's name match their registered name in DUNS, the Data Universal Numbering System, for their DUNS number)
- 2 CFR Part 3474—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- 2 CFR Part 3485—Department of Education Nonprocurement Debarment and Suspension
- 34 CFR Part 75—Direct Grant Programs
- 34 CFR Part 76—State-administered Programs
- 34 CFR Part 77—Definitions that Apply to Department Regulations
- 34 CFR Part 79—Intergovernmental Review of Department of Education Programs and Activities
- 34 CFR Part 81—General Education Provisions Act Enforcement

- 34 CFR Part 82—New Restrictions on Lobbying
- 34 CFR Part 84—Governmentwide Requirements for Drug-free Workplace (Financial Assistance Grants)
- 34 CFR Part 86—Drug and Alcohol Abuse Prevention
- 34 CFR Part 97—Protection of Human Subjects
- 34 CFR Part 98—Student Rights in Research, Experimental Programs, and Testing
- 34 CFR Part 99—Family Educational Rights and Privacy.

If funded, programs must comply with these regulations and circulars as applicable. The Education Department General Administrative Regulations (EDGAR) are accessible at <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>. The OMB circulars are accessible at <http://www.whitehouse.gov/omb/circulars/>.

Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act of 1973 to ensure that their charter school program and facility is accessible to persons with disabilities. (See <http://www2.ed.gov/policy/rights/reg/ocr/index.html> for information.)

Additional information on select governmentwide regulations is presented below:

Universal Identifier and System of Award Management— 2 CFR Part 25

Effective October 1, 2010, all grant applicants must obtain a Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number as a universal identifier for federal financial assistance. Active grant recipients and their direct subrecipients of a subgrant award also must obtain a DUNS number. To request a DUNS number visit: <http://fedgov.dnb.com/webform>.

The grant recipient must also register its DUNS number in the Systems for Award Management (SAM). If you were registered in the Central Contractor Register (CCR), your entity's information is already in SAM and you will just need to set up a SAM account. To register in SAM you will need your entity's DUNS and your entity's Tax ID Number (TIN) and taxpayer name (as it appears on your last tax return). Registration should take **3-5 days**. If you do not receive confirmation that your SAM registration is complete, please contact SAM at <https://www.fsd.gov/app/answers/list> or at [www.SAM.gov](http://www.SAM.gov). Additional information can be found on the USED's SAM.gov tip sheet at <http://www2.ed.gov/fund/grant/apply/sam-faqs.html>.

The SCDE cannot make a subaward of federal funds to an applicant until the applicant has complied with the requirements described in 2 CFR 25 to provide a valid DUNS number and maintain an active SAM registration with current information.

## Reporting Subaward and Executive Compensation Information—2 CFR Part 170

The Federal Funding Accountability and Transparency Act (FFATA) of 2006 (Public Law 109–282), as amended by Section 6202 of Public Law 110–252, requires primary grantees of federal grants and cooperative agreements to report information on subgrantee obligations and executive compensation. FFATA promotes open government by enhancing the federal government’s accountability for its stewardship of public resources. This is accomplished by making government information, particularly information on federal spending, accessible to the general public.

Primary grantees, like the SCDE, are required to report actions taken on or after October 1, 2010, that obligate \$25,000 or more in federal grant funds to first-tier subgrantees. This information must be reported in the government-wide FFATA Subaward Reporting System (FSRS). In order to access FSRS a current SAM registration is required. A primary grantee and first-tier subgrantees must also report total compensation for each of its five most-highly compensated executives. Every primary and first-tier subgrantee must obtain a DUNS number prior to being eligible to receive a grant or subgrant award. Additional information will be provided to subgrant recipients upon award.

Applicants should also review the Assurances and Terms and Conditions for Federal Awards and Subawards (on pages 47–50) to ensure that, if awarded a grant, they are capable of full compliance, especially with all the referenced federal regulations and state laws in order to enter into an agreement with the SCDE for this program. For example, in compliance with 2 CFR Part 200.112, applicants must disclose in writing any potential conflict of interest to the SCDE in accordance with the USED’s conflict of interest policy. A signed Certification Signature Page (see page 46) is required with the grant application and *legally binds* the applicant to the agency’s Assurance and Terms and Conditions.

### State-Level Program Requirements

Each applicant for a planning subgrant must furnish to the SCDE a fidelity bond listed in favor of the SCDE before grant funds will be released. The fidelity bond must be issued in the amount equal to the total of the annual grant award and must include standard employee dishonesty bond coverage that covers all employees responsible for the receipt or disbursement of grant finances. Costs associated with the fidelity bond should be included in the planning grant budget. A copy of the Certificate of Insurance must be submitted to the Charter School Program office within 30 days of receipt of the official grant award notification from the SCDE. The fidelity bond is required for the Planning phase and may be required for the Implementation years. Implementation Year 1 and Year 2 charter schools are required to secure Director/Officers insurance and present a copy of the certificate of insurance to the SCDE within 60 days of notice of approved budget. Information will be provided to subgrantees (funded applicants).

The subgrantee is required to comply with any monitoring requests by the SCDE or its assignees, including, but not limited to, requests for information, site visits, interviews, completing surveys, or participating in data collections.

## **G. Authorized Activities**

Grant funds may be used to support the following activities:

### Planning (post-award) and design of the educational program, which may include

- refinement of the desired educational results and of the methods for measuring progress toward achieving those results;
- development and implementation of plans and systems to increase student academic proficiency rates, close the achievement gap, and increase high school graduation rates; and
- professional development of board, teachers, and other staff who will work in the charter school.

### Initial implementation of the charter school, which may include

- informing the community about the school;
- acquiring necessary equipment and educational materials and supplies;
- acquiring or developing curriculum materials; and
- other initial operational costs, upon prior approval from the SCDE, that cannot be met from state or local sources.

Examples of authorized activities include procurement of recruitment materials; recruitment of staff, board of trustees, and students; and contracting of legal, audit, and financial services.

## **H. Unauthorized Activities**

The Planning and Implementation subgrant is a non-construction grant. Unauthorized activities include

- the acquisition, renovation, or enhancement of a facility;
- the acquisition of any vehicle;
- construction and any related construction activities, such as architectural renderings and engineering activities;
- recurring operational expenses to include administrative and programmatic activities, such as utilities, teaching, administrator salaries, and transportation of students;
- indirect costs; or
- expenditures that are not “allowable, allocable, or reasonable” as defined in the non-regulatory guidance handbook (updated January 2014), accessible at <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>.

## **I. Program Accountability and Monitoring**

The SCDE is responsible for monitoring the Public Charter Schools Program Planning and Implementation subgrant in accordance with the following program accountability requirements:

1. Each applicant receiving funding through this RFP meets the eligibility requirements for the subgrant described herein, and the applicant has provided all required assurances that

it will comply with all program implementation and reporting requirements established through this RFP.

2. Each applicant receiving funding through this RFP appropriately uses these funds as described in this application package.
3. Each applicant implements activities funded through this application within the timeline in which the funds provided are to be used.

To fulfill its monitoring responsibilities, the SCDE requires subgrantees to submit appropriate fiscal and program documentation following guidance provided by the SCDE program office. In addition, representatives of the state may conduct site visits to a selected representative sample of funded applicants. The purpose of these visits is to validate information submitted by applicants and to gather additional information from interviews and observations for monitoring and evaluation purposes.

In compliance with 2 CFR Part 200.205, the SCDE will conduct a pre-award risk assessment of potential subgrantees before a grant award is issued. As a part of this process, applicants may be subjected to an evaluation of their financial system, internal controls, and policies and procedures by the SCDE's Office of Auditing Services. The review process and procedures are accessible at: <http://ed.sc.gov/agency/as/>.

Applicants awarded subgrant funds must satisfy periodic reporting and accountability requirements throughout the term of the subgrant. Such subgrantees may be required to submit quarterly and annual progress reports to the SCDE. These requirements address: (1) program accountability; (2) performance reporting; (3) annual budget; (4) monitoring; (5) program evaluation; and (6) technical assistance.

#### 1. Program Accountability

Each identified subgrantee is responsible for carrying out its responsibilities in accordance with the ESEA, Title V, Part B, Subpart 1 (available at <http://ed.sc.gov/agency/pi/ESEAFlexibility.cfm>); all applicable statutes, regulations, and programmatic guidance; and the approved subgrant application and work plan. Subgrantees will also be required to submit periodic reports to the SCDE to report on the use of subgrant funds and the progress of proposed subgrant activities.

#### 2. Performance Reporting

Performance reporting requirements include those for both programmatic reporting and fiscal reporting. The subgrantee is responsible for ensuring that all required performance reports are accurate, complete, and submitted on time.

#### *Programmatic Reporting Requirements*

A subgrantee must work with its authorizer to provide benchmark information and submit required reports and documents. The SCDE Charter Schools Program will provide details on this process to subgrantees and their authorizers, and additional information may be requested as needed.

If the submitted reports fail to comply with requested information, the allocation of funds for the next phase will be delayed until reports are complete and deemed satisfactory. Failure to submit any or all required reports and documentation can result in the charter school being deemed ineligible for future funding opportunities.

**Table 2: Minimum Benchmarks for CSP Funds and Deadlines for Deliverables**

| <b>Benchmark #1</b>  | <b>Deadline</b>        |
|--|------------------------|
| <p><i>Evidence that the school is making progress towards opening on time:</i></p> <ul style="list-style-type: none"> <li>➤ Implementation of marketing plan for diverse groups</li> <li>➤ Progress toward satisfying conditions placed on the charter by the authorizer (i.e., contingencies are being resolved)</li> <li>➤ Initiation of seeking and hiring educational staff</li> <li>➤ Office established to answer public inquiries</li> <li>➤ School policies in the process of being drafted and adopted</li> <li>➤ Verified contact with the Office of School Facilities and potential sites identified</li> <li>➤ Verification of application submitted to Internal Revenue Service (IRS) for non-profit status designation</li> <li>➤ Fidelity Bonding Insurance coverage in place</li> <li>➤ Compliance with fiscal and programmatic reporting requirements</li> <li>➤ Other evidence as may be required by the SCDE</li> </ul> | <p>October 3, 2016</p> |
| <b>Benchmark #2</b>  | <b>Deadline</b>        |
| <p><i>Evidence that the school will open as planned and agreed upon by the applicant and the authorizer:</i></p> <ul style="list-style-type: none"> <li>➤ Facility secured with proof of occupancy by charter school</li> <li>➤ Planning committee members have completed Governance/Board training</li> <li>➤ Administrator under contract</li> <li>➤ Few staff openings remain and those hired meet state certification requirements</li> <li>➤ Enrollment nearly completed and, if necessary, lottery planned or completed</li> <li>➤ Grant funds at least half expended</li> <li>➤ Other evidence as may be required by the SCDE</li> </ul>  | <p>April 14, 2017</p>  |

| <b>Benchmark #3</b>  | <b>Deadline</b> |
|--|-----------------|
| <p><i>Evidence that the school is ready to move from the Planning Phase to Implementation Year 1:</i></p> <ul style="list-style-type: none"> <li>➤ Revised implementation detailed budget worksheet submitted for approval</li> <li>➤ School data sheet</li> <li>➤ List of negotiated services with the local district</li> <li>➤ Governing board documentation (i.e., board roster, terms, representation category)</li> <li>➤ Proof of Non-profit status from Internal Revenue Services</li> <li>➤ Annual report on the planning year</li> <li>➤ 85% of grant funds expended</li> <li>➤ Other evidence as may be required by the SCDE</li> </ul> | June 2, 2017    |
| <b>Benchmark #4</b>  | <b>Deadline</b> |
| <p><i>Evidence that the school is ready to move from Implementation Year 1 to Implementation Year 2:</i></p> <ul style="list-style-type: none"> <li>➤ Copy of the annual report submitted to the local authorizer as per the charter contract</li> <li>➤ Revised and submitted detailed budget worksheet for approval</li> <li>➤ Updated school data sheet</li> <li>➤ Inventory of assets purchased with implementation funds</li> <li>➤ Updated governing board documentation</li> <li>➤ Programmatic report on the first year of implementation (grant-funded activities)</li> </ul>   | June 1, 2018    |

Annual performance reports must be submitted to the SCDE to report project progress no later than June 30<sup>th</sup> of each year. The template for this report is found on the SCDE’s Charter School Program Web page. Progress toward achieving subgrant goals and objectives will be monitored through the annual performance report process.

At the end of Implementation Year 2, subgrantees are required to submit (no later than 30 days from the close of the grant cycle) a final grant report to the Charter Schools Program Office that details major programmatic, fiscal, inventory list with tag numbers, request to retain property for charter school and grant activities. Subgrantees *must* include a copy of the school’s annual report to its authorizer with the final grant report.

*Fiscal Reporting Requirements*

Submission of expenditure claims is required monthly by the 15th of the month during the project period. Expenditure claims must be accompanied by a Grant Activity Report.

Subgrantees must upload their approved budget into the SCDE’s Grants Accounting Processing System (GAPS) following receipt of their grant award notification and prior to submitting any reimbursement requests. GAPS training will be provided to subgrantees at a later date. All expenditure reports must be submitted through GAPS. Submission of expenditure reports is *required* monthly throughout the grant award

period. The subgrantee is responsible for ensuring that reports are accurate, complete, and submitted on time. The subgrantee must submit a final fiscal report to the SCDE that covers the duration of the grant award.

### 3. Annual Budget

An annual budget of projected expenditures to be funded by the subgrant must be submitted during the application process. The annual budget must be submitted to the SCDE no later than June 30th for each subsequent year of the subgrant.

### 4. Monitoring

The SCDE will monitor subgrantees by reviewing and approving the progress reports and annual performance reports. All information in monitoring reports is subject to verification.

The SCDE may conduct programmatic and financial monitoring site visits. Subgrantees *must* agree to site visits conducted by SCDE or state or federal program representatives. The purpose of site visits is to validate information provided in fiscal and program reports, and to gather more detailed information on implementation efforts and challenges from interviews and observations for monitoring and evaluation purposes.

The SCDE may require additional information from the subgrantee, verify information with the authorizing agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, contractual services, and personnel time and effort reports. The subgrantee is required to provide all information requested during monitoring or a site visit in a timely manner.

The SCDE may require additional information from the subgrantee, verify information with the authorizing agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, and personnel time and effort reports. Prior to a site visit, the subgrantee may be required to submit additional relevant information that will allow the SCDE to conduct a useful, efficient, and effective visit. The SCDE may require electronic submission of documents instead of a paper copy submission.

SCDE staff will verify the contents of documentation submitted. Subgrantees may be asked to revise reports when

- non-allowable expenses are found;
- reports are confusing or difficult to understand; or
- there are unexplained discrepancies between the proposed use of subgrant funds, as provided in the annual budget, and actual expenditures found in the submitted documentation.

### 5. Program Evaluation

#### *Subgrant Recipient Project Monitoring and Evaluation*

Subgrantees are required to conduct ongoing monitoring and evaluation to ensure project goals are achieved. While hiring an external monitoring and evaluation contractor is not

required, it is also not prohibited. Progress toward meeting project goals is to be reported through the annual progress review process.

A final project evaluation report is to be completed before the end of the subgrant period. The final evaluation report must address project success toward each goal stated in the application. If a subgrantee fails to conduct the final project evaluation report before the end of the subgrant period, or if any of the performance requirements in section I.2 are not completed, the SCDE may consider the subgrantee a high-risk and elect to discontinue funding or disqualify the subgrantee from future funding opportunities.

#### *SCDE External Review*

The SCDE is required to contract for an external evaluation of the Public CSP grant. The USED or its representatives may conduct an evaluation of the Public CSP Planning and Implementation subgrant as well. Subgrantees are required to comply with any request by the USED or its evaluation subcontractor, or the SCDE and its evaluation subcontractor, including, but not limited to, requests for information, site visits, interviews, completing surveys, or participating in data collections.

#### 6. Technical Assistance to Subgrantees

Subgrantees are required to participate in any technical assistance that the SCDE may conduct related to completing and filing reports or other requirements of the Public CSP Planning and Implementation subgrant. Delivery of such technical assistance may include webinars and conference calls.

### **J. Fiscal Operations**

Subgrantees must use subgrant funds for allowable subgrant expenditures during the subgrant period as defined in the approved work plan. CSP grant funds are disbursed on a reimbursement basis. The SCDE will deobligate any unspent funds remaining at the end of the subgrant period for reallocation to other subgrantees. Matching or in-kind funds are not required; however, matching and in-kind funds are an indicator of potential long-term sustainability of a Charter School Program.

#### Allowable Costs

Subgrants must be used in accordance with statutory and regulatory requirements following the cost principles in 2 CFR Part 200, as applicable. Subgrant funds may be used to pay for authorized activities such as procurement of recruitment materials; recruitment of staff, board of trustees, and students; and contracting of legal, audit, and financial services.

#### Unallowable Costs

A subgrantee may not use Public CSP Planning and Implementation subgrant funds for the acquisition, renovation, or enhancement of a facility; the acquisition of any vehicle; construction and any related construction activities, such as architectural renderings and engineering activities; administrative and programmatic activities, including teaching, administrating, and transportation of students; and utilities, indirect costs, or expenditures that are not “allowable, allocable, or reasonable” as defined in the non-regulatory guidance handbook

(updated January 2014), accessible at <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>.

## **K. Supplement, Not Supplant**

Public CSP Planning and Implementation subgrant funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or non-federal funds. Programs may not use subgrant funds to pay for existing levels of services funded from any other sources. If current expenditures are being paid from state or local public funds, the applicant may not propose to replace those funds with grant funds.

## **L. Peer Review and Selection Process**

Only those grant applications that are received by the deadline and deemed complete will be forwarded for review and funding consideration. All required materials including forms and appendices must be submitted for the application to be considered complete and eligible for review. SCDE Charter Schools Program Office staff will conduct an initial review of applications for completeness and compliance with the RFP instructions. No incomplete applications will be forwarded to the selected reviewers or considered for funding.

Four peer reviewers from diverse backgrounds without a vested interest in any application being funded will evaluate each application to assess the quality of the proposed activities and the capability of the applicant to implement the proposed project. The peer review panel is selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations within South Carolina.

Reviewers will use the scoring rubric on pages 30–45 to read and score each application independently. After the three reviewers have individually rated each application, the scores will be averaged. An application can earn up to 100 points for an average score. Applications that fail to earn an average score in the adequate/meets range or higher as rated by the reviewers will not be eligible for funding.

Competitive priority points will be assigned to eligible applications earning an average score of 75 or higher as rated by the reviewers. Priority points will be assigned by an impartial designee, will be added to the application's average total score, and will be awarded *only* once per application. A maximum of 20 competitive priority points may be awarded for applications that meet the specific competitive priorities as defined on pages 3–4.

Applications will be rank-ordered by averaged scores. Subject to the SCDE's final approval, the availability of federal funds, geographic equity, and the inclusion of priority programming, grant awards will be made starting with applications that earned an average score of 80 points or higher. To the extent practical, the SCDE will award subgrants equitably among geographic regions within the state to include rural and urban communities. If funds remain following these awards, the SCDE will consider funding remaining applications earning an average score within the adequate/meets range until all funds are allocated.

Before final award decisions are made, applicants who previously received CSP funding will be subject to a review of historical data (including financial data for evidence of timely submission and accuracy of budgets, expenditure reports, amendment requests, and supporting documents) to confirm compliance and performance during the previous grant periods. The SCDE will also consider progress in achieving the objectives as set forth in the previously funded applications and reported in the annual progress reports; the effectiveness of the funded project in meeting the purposes of the Charter Schools Program as reported in the annual progress reports; and the reported ability to sustain work supported by previous funding. The SCDE reserves the right to not grant an award if the data review reveals that the applicant did not adhere to the previous grant's guidelines or meet the project's goals and objectives.

Prior to making awards, the SCDE's Office of Auditing Services will conduct a pre-award risk assessment. Based upon the results of this assessment, special conditions may be applied to the award that may include, but are not limited to, requirements for more frequent programmatic or financial reporting, increased monitoring of subgrant activities, and the provision of additional technical assistance. The SCDE reserves the right to interview applicants recommended for funding, request additional documentation, and make a site visit as appropriate to ensure compliance with federal and state requirements.

The SCDE reserves the right to negotiate final budgets and to disqualify costs associated with any line items that are unallowable, unallocable, unreasonable, or inconsistent with the program's goals or the proposed project's activities and strategies.

Continuation awards are contingent upon the subgrantee's meeting all reporting requirements and demonstrating substantial progress toward meeting project objectives and utilization of all funds requested in the previous grant award period. The SCDE will review the subgrantee's prior year's audit, year-end reports, thoroughness and timeliness in submitting reports, annual budget, and the availability of funds before awarding any continuation grants.

Grant awards are not final until an SCDE Grant Award Notice is fully executed. Notification of funding will be sent in August 2016 to the authorized official listed on the Certification Signature Page. After the notification of awards, copies of the reviewers' comments and score sheets will be sent to the Project Director identified in the online application.

## **M. Appeals Process**

An applicant who has submitted a proposal that the SCDE does not fund has 30 calendar days after receiving notification that the proposal is not funded to request a review of the process. Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The SCDE will conduct a hearing in accordance with the provisions of 34 CFR Part 76.401.

## PART II: Application Overview, Content, and Instructions

Read *all* guidelines and criteria carefully before preparing your application. Adhere to font, format, page limit, and organizational requirements. Only applications that include *all* sections *and* appendices and fully adhere to these guidelines will be reviewed and considered for funding. Incomplete applications *will not* be reviewed.

### A. Application Overview

Applications *must* be submitted online. Applicants are encouraged to prepare *all* of the following elements of the application *before* beginning the online submission process. Do not wait until the last minute to submit an application. Applicants should use the following overview as a checklist to ensure that they submit a complete application with items labeled accordingly and presented in the order outlined below. Verify that all components of the narrative and appendices are included prior to uploading attachments. The 2016–17 Charter School Program Planning and Implementation Grant’s online application form is organized into the following sections (see screenshots on page 26):

- Online Form
  - Applicant Information
  - Project Director Information
  - Competitive Priorities
  - Funding Information
  - Budget Summary
  - Proposal Attachments
- Proposal Attachments
  - Project Abstract
  - Proposal Narrative
    - Section 1: The School and Its Stakeholders
    - Section 2: Financial Sustainability
    - Section 3: Governance and Management Plan
  - Budget Narrative
  - Attachments
    - Certification Signature Page
    - GEPA Statement (see page 52)
    - Request for Tax Identification Number and Certification (W-9)
    - Copy of Dun and Bradstreet Universal Numbering System (DUNS) assignment
    - Timeline of Activities/Workplan
    - Résumé(s)/Credentials of Project Director
    - Letter from Authorizer/School District
    - Notification to Authorizer/School District of Intent to Apply for Grant
    - Proof of Nonprofit Status from IRS or South Carolina Secretary of State
    - Summary List of Community Supporters (including parents)
    - Letter of Support from Each Partner Organization
    - Waiver Request (if applicable)

## B. Application Narrative Format

|                      |   |
|----------------------|---|
| Length of Narrative: | Maximum of 30 pages. The page limit excludes the table of contents, required application forms, program summary/abstract, budget narrative, and required appendices listed above. |
| Required Font/Size:  | Times New Roman/11 or Arial/ 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.   |
| Final File Format:   | PDF document for all files except three-year budget, which should be an Excel document.   |

Each section must be clearly identified using the headings provided in the instructions below. Sections *may not* be combined. Reviewers will not consider information requested in one section that is provided in another section.

## C. Online Application Submission

To access the online application, go to [https://sede.formstack.com/forms/charter\\_schools\\_program\\_pi\\_grant\\_2016\\_17](https://sede.formstack.com/forms/charter_schools_program_pi_grant_2016_17). The online submission is organized into two sections—Online Forms and Proposal Attachments.

Provide the charter school’s nine-digit Data Universal Numbering System (DUNS) number and the Taxpayer Identification Number (TIN) in the application form. *Do not* provide the authorizer’s DUNS number. In compliance with the federal acquisitions rule (FAR) § 52.204-7, all recipients of federal grant funds are required to have a uniquely identifying DUNS number. The name used by recipients of federal funding *must* match their registered name in DUNS. Applicants should contact their organization’s finance office if they need assistance with these items. To register or verify an entity’s DUNS number, refer to the instructions in section G. Appendices. (See part I, section F, Statutory, Federal Guidance, and State-level Program Requirements (page 8) for more information on requirements for the receipt of federal funds.)

Use the following instructions to compile and complete all proposal attachments prior to submitting your application. Follow the directions in each section for saving the documents and refer to the screenshot on page 26 for upload locations.

## D. Project Abstract

The applicant must provide a double-spaced, one-page abstract of the project. The abstract must include project background, mission, intended audience, curriculum type, amount requested, and any special features of the proposed school’s operation. Also, indicate in the abstract whether the applicant is seeking competitive priority points.

When completed, save this page as a *single* PDF document to be uploaded as an attachment in the online application.

## E. Proposal Narrative Content

Use the following directions to write the application narrative and organize it into sections following the sequence presented below. Include a table of contents as the first page of the narrative (not included in the page limit). Each section must be clearly identified and sections may *not* be combined. Required components must be located in their designated sections in order to be properly scored. The narrative should be clearly and concisely written and describe the need for all elements of the planned program.

When complete, save the narrative as *one* PDF document to be uploaded into the online application where indicated in the attachments section (see screenshot on page 26).

### Section 1: The School and Its Stakeholders (Maximum of 42 points)

- a. *Mission of the Charter School and Relationship with Authorizer.* State the mission of the new charter school and indicate any special features of the school's operation or educational approach. Provide a description of the type of curriculum to be implemented. Describe the relationship between the charter school and its authorizer (see appendix A, Definitions of Terms Used). In the required attachments, applicants must provide a copy of the approval letter from the authorizer. Applicants that do not have an approval letter from their authorizer at the time of application should state such and include a letter from the prospective authorizer in the required attachments that states that the authorizer has received an application on behalf of the charter school group that is pending review. Also in the required attachments, applicants must include a copy of their notification to their authorizer of their intent to apply for this CSP grant (in compliance with section 5203(d)(3)) and proof of nonprofit status (see page 25).
- b. *Need for the Charter School.* Include a clear statement of need for a charter school in the designated school district or location/region, including specific details to support the need (such as student test performance, demographics, local school performance). Describe the target population to be served, including the grade levels and ages of students to be served. Include a detailed description of current opportunities available to the target population and the need for additional student learning opportunities. State the anticipated benefits to students from the new charter school.
- c. *Support for the Charter School.* Clearly describe the degree of support for the charter school from individuals and partner organizations within the community, including parents.

*Note:* A letter of support from each partner organization and a summary list, with signatures, of all community supporters, including parents, must be included in the application package (see instructions in section G. Appendices on page 26).

- d. *Involvement in the Charter School.* Explain how individuals (parents) and partner organizations within the community will continue to be involved with the school, and how these stakeholders will be involved in designing and implementing the charter

school. Address innovative methods targeted to engage parents and community members in school planning and governance. Describe the plan to inform students, parents, and the community about the charter school and how students will be given an equal opportunity to attend the school.

Section 2: Financial Sustainability (Maximum of 28 points)

- a. Include a clear and thoughtful plan for financial viability of the charter school beyond the grant-funding period. Provide evidence of a long-term, sound business plan based on an awareness of current funding for public schools. The proposal must demonstrate that the applicant intends to maintain effective internal controls and fiscal management practices and show a reasonable promise of sustainability beyond the scope of this CSP grant.
- b. Include contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state, and/or local revenue and a description of any public/private partnerships, including additional grant or funding opportunities. If applicable, include a description of how the grant funds will be used in conjunction with funds from other federal programs administered by the USED.
- c. Justify the proposed three-year budget. The narrative should address how the applicant arrived at the selected items to be purchased, how the items directly correlate to the school's educational plan, how the cost per item was calculated, and how budget items will supplement, not supplant, other revenue sources available to the charter school.

Section 3: Governance and Management Plan (Maximum of 30 points)

- a. Clearly and explicitly convey the plan to manage the charter school and the subgrant. Describe the school founders. Describe the school's governance plans. Describe the board's plans for school management and leadership, including plans to enter into a management or other comprehensive service agreement/contract (if applicable).
- b. Thoroughly describe the project director's responsibilities and duties in managing the grant to accomplish the charter school's objectives. Include an organizational chart indicating the chain of command and lines of direct report, school committees, and advisory groups. Qualifications and credentials for the position must also be included in the required attachments. If already identified, the project director's résumé must be included as a required attachment.
- c. Explain how the charter school's planning initiative and the resulting charter school will be managed. Include an assurance, with timeframe and lead contact, that the subgrantee will provide all requested information to the USED and SCDE as required to determine if the charter school is making satisfactory progress toward achieving its objectives. Provide in the required attachments a projected timeline/workplan 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) and

indicate the person(s) responsible for oversight and completion of each activity. A sample workplan format (that includes a timeline) is included in this RFP.

- d. Describe how the authorizer for the charter school 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. Demonstrate an understanding of and the capacity to comply with the South Carolina Charter Schools Act, including strong board governance and stakeholder engagement.

## F. Application Budget

The budget *must* provide clear evidence that proposed expenditures are appropriate, justified, reasonable, and adequate to support proposed allowable activities to complete the project (see Authorized Activities on page 9). The application budget *must* include legitimate and reasonable costs for achieving the objectives of the charter school. 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.

While in-kind/match is not required, the applicant may choose to indicate estimates for any firm in-kind commitments to support stated plans for sustainability.

Each applicant should designate funding during the Planning phase to support development of leadership capacity through a leadership training program approved by the SCDE. During the Planning phase, each subgrantee will receive training in the identified leadership program. In subsequent years, subgrant funds will be used to continue training in the identified program. Additional information about the leadership training program will be provided to subgrantees upon receipt of awards.

All proposed expenditures for the entire grant period must be included in the budget summary and itemized in the budget narrative. See the screenshots on pages 26 for submission format and attachments.

The application budget has *two* parts:

1. The **budget summary** is the financial overview of the grant plan. Each line item of the budget summary *must* correspond to the line items of the budget narrative (discussed below). Provide a budget summary for the first year of the award in the online application Budget Summary section (see screenshot on page 26).
2. The **budget narrative** *must* provide clear evidence that the budget is appropriate and justified based on the needs assessment. Use the Excel spreadsheet found on the Charter School Program webpage to provide a detailed three-year budget narrative. Include separate budgets for the Planning phase, Implementation Year 1, and Implementation Year 2. Structure the budget narrative categories to parallel the categories of the budget summary. *Include all formulas used to calculate line-item expenses.* This narrative *must* demonstrate that all expenditures are allowable, reasonable, and allocable; are adequate to support the activities of the project; and directly connect to the goals and objectives in

the proposal narrative. Review [2 CFR Part 200 Subpart E Cost Principles](#), specifically §§ 200.403–200.405, for additional information on the allowability, reasonableness, and allocability of costs for federal grant awards. The General Provisions for Selected Items of Cost can be found in 2 CFR Part 200 §§ 200.420–200.475. The template for a budget narrative is available at <http://ed.sc.gov/scde-grant-opportunities/CharterSchoolsPI.cfm>. When finalized, save the budget narrative as an Excel file to be uploaded into the online application as the budget narrative attachment.

Ensure that the totals in the budget summary equal the totals in the budget narrative.

Because sustainability of the proposed project is of paramount importance, an applicant should indicate any matching and/or in-kind funding as a clear sign of sustainability plans and potential. In addition, demonstrate the use of supplemental funds through the schools and districts (such as Title I). Although matching funds are not required and give no “competitive edge” to any application, all in-kind contributions from partners (such as the use of community recreational areas, staff, supplies, etc.) *should* be included.

The following describes the services/items that should be budgeted to each category:

#### Salaries (100)

This category includes pay for salaries for staff members, stipends for teachers, and substitutes. The total percentage of time charged to the subgrant and to non-grant funds *cannot* exceed 100 percent of the total time worked by any staff member.

#### Employee Benefits (200)

FICA, workers’ compensation, health insurance, and other employee benefits costs should be included here and will represent a percentage of the total in Salaries (100).

#### Purchased Services (300)

Expenses such as consultant fees, contractual services, travel, and other purchased services will be included here. This includes amounts paid for personal services rendered by personnel who are not on the payroll and for other specialized services purchased by the organization. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Note: Salaries for direct teachers and project staff should be recorded in Salaries/Stipends (100) and not in this section.

For a subgrantee to pay a vendor with federal funds, a contract must be in place. At a minimum, the contract should include the scope of services, the duration of the contract, and the method and amount of payment, and the contract must be executed by both parties. Consulting/service contracts must be procured in accordance with procurement regulations in [2 CFR Part 200](#) (see § 200.317 to § 200.326 and Appendix II). LEA applicants should also review South Carolina Procurement Law at <http://www.mmo.sc.gov/PS/legal/PS-legal-procurement-law.phtm>.

Applicants/grantees must ensure that they do not enter a contract with any vendor that is debarred, suspended, or is ineligible for participation in federal programs by

1. checking the Excluded Parties List (EPLS) at the federal System for Award Management (SAM) Web site—<https://www.sam.gov/portal/public/SAM/#1> (Applicants are encouraged to review the user guides for exclusions provided via the “Help” page prior to conducting searches.);
2. collecting a certification from the vendor and attaching it to the contract; or
3. adding a clause or condition to the contract that indicates the vendor is eligible.

#### Supplies and Materials (400)

Include the amounts paid for material items of an expendable nature. It is recommended that applicants group items into categories to avoid listing every item; however, make sure that such expenditures are aligned with relevant project characteristics (objectives, number of participants, frequency of activity, etc.). Allow for maintenance, repair, and replacement costs over the three years of the proposed program for any equipment that totals \$5,000 and below.

#### Capital Outlay/Equipment (500)

Equipment and supplies totaling more than \$5,000 per unit are allowable. Itemize furniture, fixtures and equipment that total \$5,000 and below per unit under Supplies and Materials (400). Applicants are reminded that equipment purchased with federal funds must be managed in compliance with [2 CFR Part 200 Subpart D § 200.313](#) (and [§ 200.439](#) as applicable). See part I, section F for more information on applicable federal regulations.

#### Other (600)

This category includes allowable expenditures that do not neatly fit into the other categories above, such as a fidelity bond, postage, liability insurance fees, and copyright fees.

#### Indirect Costs (700)

Indirect costs are not allowed.

The SCDE reserves the right to disqualify, disallow, and negotiate costs associated with any line item proposed in the budget. If any line item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the SCDE can request the applicant reduce the cost of the line item or ask the applicant to assume a portion of the cost before the budget is approved and funds are awarded.

Funds will be disbursed on a reimbursement basis upon the receipt of expenditure reports with all supporting documentation from the subgrantees. Subgrantees may not obligate funds prior to the receipt of a grant award notice. No expenditures incurred prior to July 1, 2016, will be reimbursed. Applicants should have at their disposal at least three months of sustainable funds to implement the program prior to SCDE reimbursement. Subgrantees are not permitted to pick up their reimbursements from the SCDE office. Applicants *must* receive approval from the SCDE before including other initial operational costs that cannot be met from state or local sources in their project budget.

## G. Appendices

All sections of the appendices must be scanned into *one* PDF document to be uploaded into the online application where indicated.

### Certification Signature Page

Print the Certification Signature Page (located on page 46) and obtain the appropriate signatures. This form includes the certification of the SCDE's Assurances and Terms and Conditions for Federal Awards and Subawards and any applicable program-related conditions conveyed in this RFP. Those forms are not required to be included in the applicant's proposal submission. However, please retain the copy included in this RFP for your records and ensure that each signatory has a copy of each document.

By signing the Certification Signature Page, the signatories assure that they will comply with all the assurance and terms and conditions for the project/program. *All signatories must understand that they are signing a document that is legally binding in the event a grant is awarded.* Applications that *do not* include the signed Certification Signature Page *will not* be reviewed or considered for funding.

### General Education Provisions Act (GEPA) Statement

Pursuant to section F of this RFP, Statutory Requirements, all applicants for CSP funds are required to provide a GEPA Statement. Follow the instructions included on the attached GEPA Notice to All Applicants (see page 52) to create a GEPA statement for the proposed charter school project.

### Request for Taxpayer Identification Number and Certification (W-9)

Print and complete the W-9 Request for Taxpayer Identification Number and Certification request form (located on page 53) for authorized official only. Include the charter school's Employer Identification Number (EIN).

### Copy of Dun and Bradstreet Universal Numbering System (DUNS) Assignment

Provide documentation of the primary applicant's (not the authorizer's or sponsor's) DUNS number. In compliance with the federal acquisitions rule (FAR) § 52.204-7, all recipients of federal grant funds are required to have a Data Universal Numbering System (DUNS) number. The DUNS number is assigned by Dun & Bradstreet, Inc. (D&B) to identify unique business entities. To register or verify the primary applicant's DUNS number, visit the D&B Web site at <http://fedgov.dnb.com/webform>. The name used by recipients of federal funding must match their registered name in DUNS.

### Timeline of Activities/Workplan

Use the sample workplan format provided in this RFP (page 54) to include a projected timeline of proposed major grant activities and indicate the person(s) responsible for oversight and completion of each activity.

### Résumé(s)/Credentials of Project Director (Limited to 2 pages)

Include a résumé or a detailed description of credentials for the project director. Limit this attachment to two pages.

### Letter from Authorizer/School District

Provide a copy of the approval letter from the authorizer. Applicants that have not received an approval letter should submit a letter from the prospective authorizer/sponsor indicating they have received an application on behalf of the charter school group that is pending review.

### Notification to Authorizer/School District of Intent to Apply

Provide a copy of the notification sent to the authorizer indicating the applicant's intent to apply for this CSP grant. In compliance with [ESEA, Part B section 5203 \(d\)\(3\)](#), the applicant must provide its authorizer with timely notice that they intend to apply for a grant and also provide a copy of their grant application to the authorizer.

### Proof of Nonprofit Status from IRS or South Carolina Secretary of State

Include proof of nonprofit status from the South Carolina Secretary of State. Consistent with EDGAR § 75.51, an applicant may show that it is a nonprofit organization by providing the following:

- Documentation that shows that the IRS currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code.
- A statement from a state taxing body or State Attorney General certifying that the applicant is a nonprofit organization operating within the state.
- Certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant.

At the time of application, the applicant *must* at least include proof of nonprofit status from the South Carolina Secretary of State but *may* also include any other appropriate documentation.

### Summary List of Community Supporters (including parents)

Include a summary list of community supporters, including parents, to indicate the support of key individuals. To document support, the summary list *must* contain signatures of those individuals indicating support.

### Letter of Support from Each Partner Organization

Provide a letter of support from each partner organization. The letter of support must indicate the specific support to be provided by the partner organization, including the financial commitment, with the amount and services to be provided, for all in-kind donations.

### Waiver Request (if applicable)

If seeking to waive federal statutory or regulatory provisions or state or local rules generally applicable to public schools include a waiver request that identifies the specific section of law, regulation or rule to be waived, explains the reason for the request, and provides a justification for the waiver.

## **H. Deadline and Submission Procedures**

1. Applications *must* be received no later than 1:00 p.m., **Wednesday, June 15, 2016**. Applications received after this deadline will *not* be considered.
2. Applications *must* be submitted online at [https://scde.formstack.com/forms/charter\\_schools\\_program\\_pi\\_grant\\_2016\\_17](https://scde.formstack.com/forms/charter_schools_program_pi_grant_2016_17).
3. Only complete applications that adhere to these guidelines will be reviewed and considered for funding. A complete application *must* include all required documentation and appendices.
4. Hard-copy applications *will not* be accepted. Applications delivered by hand, mail, fax, or e-mail *will not* be accepted.
5. Applications must originate from the applicant. Applications that are plagiarized from the Internet, other grants, or resources will not be considered for funding.
6. Do not attach or submit any additional materials other than what is specifically required. Any additional materials will be disposed of without review.
7. Applications will not be returned. Keep a complete copy of the entire application for your records.

## **I. Screenshots of Online Application Submission Forms**

The following screenshots are for informational purposes only and are provided to assist applicants in compiling all elements needed to complete the online submission. Complete the online application as directed in the preceding instructions. Make sure all information submitted is accurate, including formal or official names such as the school district, and that spelling is correct. Do not use abbreviations or acronyms.

[The SCDE Grants Program will provide the screenshots of the online application form to be created using Formstack.]

## Appendix A: Definitions of Terms Used

An approved charter constitutes an agreement, the terms of which represent a contract between the charter school and the charter school authorizer.

The authorizer, also known as the sponsor, is the South Carolina Public Charter School District (SCPCSD) Board of Trustees, the local school board of trustees in which the charter school is located, or, as provided by law, a public institution of higher learning (IHE) as defined in Section 59-103-5, or an independent IHE as defined in Section 59-113-50, from which the charter school requested its charter and which granted approval for the charter school's existence. Only those public or independent IHEs that register with the SCDE may serve as charter school authorizers/sponsors, and the department shall maintain a directory of those institutions. The authorizer of a charter school is the charter school's local education agency (LEA), and a charter school is a school within that LEA. The authorizer retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

The authorized financial official is the duly authorized representative of the charter committee who maintains the finances, signs financial documents, and affirms the committee's commitment to carry out the tasks proposed for the amount requested. This person provides oversight and guidance on financial matters related to the subgrant.

The authorized official is the duly authorized representative of the charter committee who signs all grant documents submitted to the SCDE and certifies the application, assurances, and terms and conditions. The authorized official for this project must not have a financial interest in any contract that will or may be awarded pursuant to this project.

Available funds are determined by the Charter School Program (CSP) grant amount awarded to the SCDE, the number and types of subgrantees in each funding phase, and state performance on CSP benchmarks.

A benchmark is a standard that must be met to move to the next phase of grant funding. Examples of benchmarks include, but are not limited to, the following: (1) a report of major grant activities completed from the previous grant phase, (2) a revised budget for the next grant phase, (3) an approved charter, or (4) a schedule for obtaining a facility.

A charter school is a public, nonreligious, non-home-based, nonprofit corporation forming a school that operates with a public school district, the SCPCSD, or a registered IHE, but is accountable to the school board of trustees, or in the case of technical colleges, the area commission of the authorizer/sponsor that grants its charter.

A high-quality charter school is a charter school that shows evidence of strong academic results for the past three years (or over the life of the school, if the school has been open for fewer than three years), based on the following factors:

- (1) Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education

enrollment rates) for all students, including, as applicable, educationally disadvantaged students served by the charter school;

- (2) Either—
  - (i) Demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA charter school; or
  - (ii) No significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA (20U.S.C. 6311) at the charter school and significant gains in student academic achievement for all populations of students served by the charter school;
- (3) Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state;
- (4) Results on a performance framework established by the state or authorized public chartering agency for the purpose of evaluating charter school quality; and
- (5) No significant compliance issues, particularly in the areas of student safety, financial management, and equitable treatment of students.

A secondary school is defined as any public school that contains grades no lower than seventh and no higher than twelfth (S.C. Code Ann. § 59-1-150 (2004)).

A targeted applicant is a secondary charter school that targets at-risk students and meets at least two of the following factors:

- is located in a district where there are no other charter schools, or
- is located in a district that did not meet the state's performance expectations or who achieved a grade of D or F within the state's ESEA federal accountability system.

A typical applicant is a charter school that does not meet the eligibility criteria for a targeted applicant.

## Appendix B: Selection Criteria and Reviewers' Scoring Rubric

### Selection Criteria

| <b>Narrative Sections</b>                               | <b>Points Available</b> |
|---|-------------------------|
| Section 1: The School and Its Stakeholders              | 42                      |
| Section 2: Financial Sustainability                     | 28                      |
| Section 3: Governance and Management Plan               | 30                      |
| Budget Summary and Narrative                            | 0                       |
| <b>SUBTOTAL</b>   | <b>100</b>              |
| Competitive Priorities (Maximum bonus points available) | up to 20                |
| <b>TOTAL</b>  | <b>120</b>              |

**Appendix B: Reviewers’ Scoring Rubric**

|   |   |
|---|---|
| <p><b>Project Abstract:</b> The applicant must provide a double-spaced, one-page abstract of the project that includes project background, mission, intended audience, curriculum type, amount requested, any special features of the proposed school’s operation, and indicate whether the applicant is seeking competitive priority points.</p>   |   |
| <p><b>Acceptable</b></p>  | <p><b>Not Acceptable</b></p>  |
| <p><b>Adequate/Meets—0 points</b></p>   | <p><b>Inadequate—0 points</b></p>   |
| <p>The application provides a one-page abstract that includes at least four of the following items:</p> <ul style="list-style-type: none"> <li>• project background,</li> <li>• mission</li> <li>• intended audience,</li> <li>• curriculum type,</li> <li>• amount of funds requested,</li> <li>• special features of the proposed school’s operation, and</li> <li>• whether the applicant is seeking competitive priority points.</li> </ul>   | <p>The application provides a one-page abstract that addresses three or fewer of the following items:</p> <ul style="list-style-type: none"> <li>• project background,</li> <li>• mission</li> <li>• intended audience,</li> <li>• curriculum type,</li> <li>• amount of funds requested,</li> <li>• special features of the proposed school’s operation, and</li> <li>• whether the applicant is seeking competitive priority points.</li> </ul> |
| <p><b>Reviewer’s Comments</b></p>   |   |
| <p><b>1.a. School and Its Stakeholders—Mission of the Charter School and Relationship with Authorizer:</b> Applicant must present the mission of the new charter school, indicate any special features of the school’s operation or educational approach, provide a description of the type of curriculum to be implemented, and describe the relationship between the school and its authorizer. In the required attachments to the application, the applicant must provide a copy of the approval letter from the authorizer, a copy of the notification sent to the authorizer indicating the applicant’s intent to apply for this CSP grant, and also provide proof of the applicant’s nonprofit status. Applicants that do not have an approval letter from their authorizer at the time of application should state such and include a letter from the prospective authorizer in the required attachments that states that the authorizer has received an application on behalf of the charter school group that is pending review.</p> |   |

| Acceptable   |   | Not Acceptable  |   |
|--|---|---|---|
| Fully Meets—8–10 points  | Adequate/Meets—6–7 points   | Limited/Approaches—3–5 points   | Inadequate—0–2 points   |
| <p>Applicant provides a narrative that fully addresses all seven of the following:</p> <ul style="list-style-type: none"> <li>• presents the mission of the new charter school;</li> <li>• indicates any special features of the school’s operation or educational approach;</li> <li>• provides a description of the type of curriculum to be implemented;</li> <li>• describes the relationship between its authorizer and the charter school;</li> <li>• provides a copy of the approval letter from the authorizer in the attachments;</li> <li>• provides a copy of the notification sent to the authorizer indicating the applicant’s intent to apply for this grant in the attachments;</li> <li>• provides proof of nonprofit status in the attachments; and</li> <li>• if applicable, provides a</li> </ul> | <p>Applicant provides a narrative statement that moderately addresses at least six of the following:</p> <ul style="list-style-type: none"> <li>• presents the mission of the new charter school;</li> <li>• indicates any special features of the school’s operation or educational approach;</li> <li>• provides a description of the type of curriculum to be implemented;</li> <li>• describes the relationship between its authorizer and the charter school;</li> <li>• provides a copy of the approval letter from the authorizer in the attachments;</li> <li>• provides a copy of the notification sent to the authorizer indicating the applicant’s intent to apply for this grant in the attachments;</li> <li>• provides proof of nonprofit status in the attachments; and</li> </ul> | <p>Applicant provides a limited or unclear narrative that addresses five or fewer of the following:</p> <ul style="list-style-type: none"> <li>• presents the mission of the new charter school;</li> <li>• indicates any special features of the school’s operation or educational approach;</li> <li>• provides a description of the type of curriculum to be implemented;</li> <li>• describes the relationship between its authorizer and the charter school;</li> <li>• provides a copy of the approval letter from the authorizer in the attachments;</li> <li>• provides a copy of the notification sent to the authorizer indicating the applicant’s intent to apply for this grant in the attachments;</li> <li>• provides proof of nonprofit status in the attachments; and</li> <li>• if applicable, provides a statement that the applicant does not have an approval letter from their authorizer at the time of application and includes a</li> </ul> | <p>Applicant provides a narrative that does not address at least four of the following:</p> <ul style="list-style-type: none"> <li>• presents the mission of the new charter school;</li> <li>• indicates any special features of the school’s operation or educational approach;</li> <li>• provides a description of the type of curriculum to be implemented;</li> <li>• describes the relationship between its authorizer and the charter school;</li> <li>• provides a copy of the approval letter from the authorizer in the attachments;</li> <li>• provides a copy of the notification sent to the authorizer indicating the applicant’s intent to apply for this grant in the attachments;</li> <li>• provides proof of</li> </ul> |

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| <p>statement that the applicant does not have an approval letter from their authorizer at the time of application and includes a letter from the prospective authorizer in the required attachments that states that the authorizer has received an application on behalf of the charter school group that is pending review.</p>   | <ul style="list-style-type: none"> <li>• if applicable, provides a statement that the applicant does not have an approval letter from their authorizer at the time of application and includes a letter from the prospective authorizer in the required attachments that states that the authorizer has received an application on behalf of the charter school group that is pending review.</li> </ul> | <p>letter from the prospective authorizer in the required attachments that states that the authorizer has received an application on behalf of the charter school group that is pending review.</p> | <p>nonprofit status in the attachments; and</p> <ul style="list-style-type: none"> <li>• if applicable, provides a statement that the applicant does not have an approval letter from their authorizer at the time of application and includes a letter from the prospective authorizer in the required attachments that states that the authorizer has received an application on behalf of the charter school group that is pending review.</li> </ul> |
| <p><b>Reviewer's Comments</b></p>   |  |   |  |
| <p><b>1.b. School and Its Stakeholders—Need for the Charter School:</b> The applicant must provide a clear statement of the need for a charter school in the designated district or location/region, and describe the target population to be served, including the grade levels and ages of students to be served. Applicant must provide a detailed description of the current opportunities available to the target population and the need for additional student learning opportunities; include details to support the need (student test performance, demographics, local school performance, etc.); and state the anticipated benefits to students from the new charter school.</p> |  |   |  |
| <p><b>Acceptable</b></p>  |  | <p><b>Not Acceptable</b></p>  |  |

| <b>Fully Meets—8–10 points</b>  | <b>Adequate/Meets—6–7 points</b>   | <b>Limited/Approaches—3–5 points</b>   | <b>Inadequate—0–2 points</b>   |
|---|--|--|--|
| <p>Applicant provides a clear statement that fully addresses all six of the following:</p> <ul style="list-style-type: none"> <li>• indicates the need for the charter school in the designated district or location/region;</li> <li>• describes the target population to be served including grade levels and ages of students to be served;</li> <li>• describes in detail the current opportunities available to the target population;</li> <li>• indicates the need for additional student learning opportunities;</li> <li>• includes details to support the need (student test performance, demographics, local school performance, etc.); and</li> <li>• states the anticipated benefits to students from the new charter school.</li> </ul> | <p>Applicant provides a clear statement that moderately addresses all six of the following:</p> <ul style="list-style-type: none"> <li>• indicates the need for the charter school in the designated district or location/region;</li> <li>• describes the target population to be served including grade levels and ages of students to be served;</li> <li>• describes in detail the current opportunities available to the target population;</li> <li>• indicates the need for additional student learning opportunities;</li> <li>• includes details to support the need (student test performance, demographics, local school performance, etc.); and</li> <li>• states the anticipated benefits to students from the new charter school.</li> </ul> | <p>Applicant provides a limited or unclear statement that addresses four or fewer of the following:</p> <ul style="list-style-type: none"> <li>• indicates the need for the charter school in the designated district or location/region;</li> <li>• describes the target population to be served including grade levels and ages of students to be served;</li> <li>• describes in detail the current opportunities available to the target population;</li> <li>• indicates the need for additional student learning opportunities;</li> <li>• includes details to support the need (student test performance, demographics, local school performance, etc.); and</li> <li>• states the anticipated benefits to students from the new charter school.</li> </ul> | <p>Applicant provides a statement that does not:</p> <ul style="list-style-type: none"> <li>• indicates the need for the charter school in the designated district or location/region;</li> <li>• describe the target population to be served including grade levels and ages of students to be served;</li> <li>• describe in detail the current opportunities available to the target population;</li> <li>• indicate the need for additional student learning opportunities;</li> <li>• include details to support the need (student test performance, demographics, local school performance, etc.); and</li> <li>• state the anticipated benefits to students from the new charter school.</li> </ul> |

| <b>Reviewer's Comments</b>  |  |   |  |
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| <b>1.c. School and Its Stakeholders—Support for the Charter School:</b> The applicant must clearly describe the degree of support for the charter school by individuals (parents) and partner organizations within the community and provide a letter of support from each partner organization and a summary list with signatures of all community supporters, including parents, in the required attachments.   |  |   |  |
| <b>Acceptable</b>   |  | <b>Not Acceptable</b>   |  |
| <b>Fully Meets—8–10 points</b>  | <b>Adequate/Meets—5–7 points</b>   | <b>Limited/Approaches—2–4 points</b>  | <b>Inadequate—0–1 point(s)</b>   |
| <p>Applicant provides a clear statement that fully addresses the following narrative item and the attachments include the required items:</p> <ul style="list-style-type: none"> <li>describes the degree of support for the charter school and continuing involvement by individuals and partner organizations within the community;</li> <li>includes a letter of support from each partner organization in the attachments; and</li> <li>includes a summary list with signatures of community supporters,</li> </ul> | <p>Applicant provides a clear statement that moderately addresses the following narrative item and the attachments include the required items:</p> <ul style="list-style-type: none"> <li>describes the degree of support for the charter school and continuing involvement by individuals and partner organizations within the community;</li> <li>includes a letter of support from each partner organization in the attachments; and</li> <li>includes a summary list with signatures of</li> </ul> | <p>Applicant provides a limited or unclear statement to address the following narrative item or does not include all the required items in the attachments:</p> <ul style="list-style-type: none"> <li>describes the degree of support for the charter school and continuing involvement by individuals and partner organizations within the community;</li> <li>includes a letter of support from each partner organization in the attachments; and</li> <li>includes a summary list with signatures of community supporters, including parents in the attachments.</li> </ul> | <p>Applicant provides a statement that does not address the narrative item and does not include all the required items in the attachments:</p> <ul style="list-style-type: none"> <li>describes the degree of support for the charter school and continuing involvement by individuals and partner organizations within the community;</li> <li>includes a letter of support from each partner organization in the attachments; and</li> <li>includes a summary</li> </ul> |

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| including parents in the attachments.   | community supporters, including parents in the attachments.   |  | list with signatures of community supporters, including parents in the attachments.   |
| <b>Reviewer's Comments</b>  |   |  |   |
| <b>1.d. School and Its Stakeholders—Involvement in the Charter School:</b> The applicant must address how they will continue to involve individuals (parents) and partner organizations within the community; explain how these stakeholders will be involved in designing and implementing the new charter school; describe innovative methods targeted to engage parents and community members in school planning and governance; describe the plan to inform students, parents, and the community about the charter school; and describe how students will be given an equal opportunity to attend the school. |   |  |   |
| <b>Acceptable</b>   |   | <b>Not Acceptable</b>  |   |
| <b>Fully Meets—10–12 points</b>   | <b>Adequate/Meets—6–9 points</b>  | <b>Limited/Approaches—3–5 points</b>   | <b>Inadequate—0–2 points</b>  |
| Applicant provides a narrative that fully addresses all five of the following: <ul style="list-style-type: none"> <li>explains how they will continue to involve individuals and partner organizations within the community;</li> <li>explains how these stakeholders will be</li> </ul>  | Applicant provides a narrative statement that moderately addresses at least four of the following: <ul style="list-style-type: none"> <li>explains how they will continue to involve individuals and partner organizations within the community;</li> <li>explains how these</li> </ul> | Applicant provides a limited or unclear narrative that addresses three or fewer of the following: <ul style="list-style-type: none"> <li>explains how they will continue to involve individuals and partner organizations within the community;</li> <li>explains how these stakeholders will be involved in designing and implementing</li> </ul> | Applicant provides a narrative that does not: <ul style="list-style-type: none"> <li>explain how they will continue to involve individuals and partner organizations within the community;</li> <li>explain how these stakeholders will be involved in designing</li> </ul> |

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| <p>involved in designing and implementing the new school;</p> <ul style="list-style-type: none"> <li>describes innovative methods targeted to parents and community members in school planning and governance;</li> <li>describes plans to inform students and parents and the community about the new school; and</li> <li>describes how students will be given an equal opportunity to attend the school.</li> </ul> | <p>stakeholders will be involved in designing and implementing the new school;</p> <ul style="list-style-type: none"> <li>describes innovative methods targeted to parents and community members in school planning and governance;</li> <li>describes plans to inform students and parents and the community about the new school; and</li> <li>describes how students will be given an equal opportunity to attend the school.</li> </ul> | <p>the new school;</p> <ul style="list-style-type: none"> <li>describes innovative methods targeted to parents and community members in school planning and governance;</li> <li>describes plans to inform students and parents and the community about the new school; and</li> <li>describes how students will be given an equal opportunity to attend the school.</li> </ul> | <p>and implementing the new school;</p> <ul style="list-style-type: none"> <li>describe innovative methods targeted to parents and community members in school planning and governance;</li> <li>describe plans to inform students and parents and the community about the new school; and</li> <li>describe how students will be given an equal opportunity to attend the school.</li> </ul> |
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**Reviewer's Comments**

**2.a. Financial Sustainability:** The applicant must provide a clear and thoughtful plan for the financial viability of the charter school that includes evidence of a long-term, sound business plan based on an awareness of current funding for public schools, demonstrates the intent to maintain effective internal controls and fiscal management practices, and shows a reasonable promise of sustainability beyond the scope of the CSP grant.

|                                |                                  |                                      |                              |
|--------------------------------|----------------------------------|--------------------------------------|------------------------------|
| <b>Acceptable</b>              |                                  | <b>Not Acceptable</b>                |                              |
| <b>Fully Meets—7–10 points</b> | <b>Adequate/Meets—5–6 points</b> | <b>Limited/Approaches—3–4 points</b> | <b>Inadequate—0–2 points</b> |

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| <p>The applicant provides a narrative that presents a clear and thoughtful plan for the financial viability of the charter school that includes all of the following:</p> <ul style="list-style-type: none"> <li>• evidence of a long-term, sound business plan based on an awareness of current funding for public schools;</li> <li>• the intent to maintain effective internal controls and fiscal management practices; and</li> <li>• a reasonable promise of sustainability beyond the scope of the CSP grant.</li> </ul> | <p>The applicant provides a narrative that presents a moderately clear and thoughtful plan for the financial viability of the charter school that includes all of the following:</p> <ul style="list-style-type: none"> <li>• evidence of a long-term, sound business plan based on an awareness of current funding for public schools;</li> <li>• the intent to maintain effective internal controls and fiscal management practices; and</li> <li>• a reasonable promise of sustainability beyond the scope of the CSP grant.</li> </ul> | <p>The applicant provides a limited or unclear narrative that presents a plan for the financial viability of the charter school that includes two or fewer of the following:</p> <ul style="list-style-type: none"> <li>• evidence of a long-term, sound business plan based on an awareness of current funding for public schools;</li> <li>• the intent to maintain effective internal controls and fiscal management practices; and</li> <li>• a reasonable promise of sustainability beyond the scope of the CSP grant.</li> </ul> | <p>The applicant provides a narrative that does not present a clear and thoughtful plan for financial viability of the charter school that includes:</p> <ul style="list-style-type: none"> <li>• evidence of a long-term, sound business plan based on an awareness of current funding for public schools;</li> <li>• the intent to maintain effective internal controls and fiscal management practices; and</li> <li>• a reasonable promise of sustainability beyond the scope of the CSP grant.</li> </ul> |
| <p><b>Reviewer's Comments</b></p>   |  |  |  |

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| <p><b>2.b. Financial Sustainability:</b> The applicant must include contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state and/or local revenue; describe any public/private partnerships, including additional grant or funding opportunities; and describe how grant funds will be used in conjunction with funds from other federal programs administered by the USED, if applicable.</p>  |  |   |  |
| <p style="text-align: center;"><b>Acceptable</b></p>  |  | <p style="text-align: center;"><b>Not Acceptable</b></p>  |  |
| <p><b>Fully Meets—6–8 points</b></p>  | <p><b>Adequate/Meets—4–5 points</b></p>  | <p><b>Limited/Approaches—2–3 points</b></p>   | <p><b>Inadequate—0–1 point(s)</b></p>  |
| <p>The applicant provides a narrative that addresses all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>includes contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state and/or local revenue;</li> <li>describes any public/private partnerships, including additional grant or funding opportunities; and</li> <li>if applicable, describes how grant funds will be used in conjunction with funds from other federal programs administered by the USED.</li> </ul> | <p>The applicant provides a narrative that somewhat addresses all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>includes contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state and/or local revenue;</li> <li>describes any public/private partnerships, including additional grant or funding opportunities; and</li> <li>if applicable, describes how grant funds will be used in conjunction with funds from other federal programs administered by the USED.</li> </ul> | <p>The applicant provides a narrative that is limited or unclear in addressing all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>includes contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state and/or local revenue;</li> <li>describes any public/private partnerships, including additional grant or funding opportunities; and</li> <li>if applicable, describes how grant funds will be used in conjunction with funds from other federal programs administered by the USED.</li> </ul> | <p>The applicant provides a narrative that does not address all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>includes contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state and/or local revenue;</li> <li>describes any public/private partnerships, including additional grant or funding opportunities; and</li> <li>if applicable, describes how grant funds will be used in conjunction with funds from other federal programs administered by the USED.</li> </ul> |

| <b>Reviewer's Comments</b>   |   |  |   |
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| <p><b>2.c. Financial Sustainability:</b> The applicant must justify the proposed three-year budget and address how they arrived at the selected items to be purchased, how the items directly correlate to the school's educational plan, how the cost per item was calculated, and how the budget items will supplement, not supplant, other revenue sources available to the charter school.</p>   |   |  |   |
| <b>Acceptable</b>  |   | <b>Not Acceptable</b>  |   |
| <b>Fully Meets—8–10 points</b>   | <b>Adequate/Meets—6–7 points</b>  | <b>Limited/Approaches—4–5 points</b>   | <b>Inadequate—0–3 points</b>  |
| <p>The applicant provides a narrative that justifies the proposed three-year budget and fully addresses all of the following:</p> <ul style="list-style-type: none"> <li>• how they arrived at the selected items to be purchased;</li> <li>• how the items directly correlate to the school's educational plan;</li> <li>• how the cost per item was calculated; and</li> <li>• how budget items will supplement, not supplant, other revenue sources available to the charter school.</li> </ul> | <p>The applicant provides a narrative that justifies the proposed three-year budget and somewhat addresses all of the following:</p> <ul style="list-style-type: none"> <li>• how they arrived at the selected items to be purchased;</li> <li>• how the items directly correlate to the school's educational plan;</li> <li>• how the cost per item was calculated; and</li> <li>• how budget items will supplement, not supplant, other revenue sources available to the charter school.</li> </ul> | <p>The applicant provides a limited or unclear narrative to justify the proposed three-year budget and addresses three or fewer of the following:</p> <ul style="list-style-type: none"> <li>• how they arrived at the selected items to be purchased;</li> <li>• how the items directly correlate to the school's educational plan;</li> <li>• how the cost per item was calculated; and</li> <li>• how budget items will supplement, not supplant, other revenue sources available to the charter school.</li> </ul> | <p>The applicant provides a narrative that does not justify the proposed three-year budget or address the following:</p> <ul style="list-style-type: none"> <li>• how they arrived at the selected items to be purchased;</li> <li>• how the items directly correlate to the school's educational plan;</li> <li>• how the cost per item was calculated; and</li> <li>• how budget items will supplement, not supplant, other revenue sources available to the charter school.</li> </ul> |

| <b>Reviewer's Comments</b>   |   |   |  |
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| <p><b>3.a. Governance &amp; Management Plan:</b> The applicant must convey clearly and explicitly a plan to manage the charter school and the subgrant and describe the school founders, the school's governance plans, and the board's plan for school management and leadership, including, if applicable, plans to enter into a management or other comprehensive service agreement/contract.</p>   |   |   |  |
| <b>Acceptable</b>  |   | <b>Not Acceptable</b>   |  |
| <b>Fully Meets—7–8 points</b>  | <b>Adequate/Meets—5–6 points</b>  | <b>Limited/Approaches—3–4 points</b>  | <b>Inadequate—0–2 points</b>   |
| <p>The applicant provides a narrative that fully addresses all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>conveys a clear and explicit plan to manage the charter school and the subgrant;</li> <li>describes the school's founders;</li> <li>describes the school's governance plans;</li> <li>describes the board's plans for school management and leadership; and</li> <li>if applicable, includes plans to enter into a management or other comprehensive service agreement/contract.</li> </ul> | <p>The applicant provides a narrative that somewhat addresses all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>conveys a clear and explicit plan to manage the charter school and the subgrant;</li> <li>describes the school's founders;</li> <li>describes the school's governance plans;</li> <li>describes the board's plans for school management and leadership; and</li> <li>if applicable, includes plans to enter into a management or other comprehensive</li> </ul> | <p>The applicant provides a narrative that is limited or unclear in addressing three or fewer of the following, as applicable:</p> <ul style="list-style-type: none"> <li>conveys a clear and explicit plan to manage the charter school and the subgrant;</li> <li>describes the school's founders;</li> <li>describes the school's governance plans;</li> <li>describes the board's plans for school management and leadership; and</li> <li>if applicable, includes plans to enter into a management or other comprehensive service agreement/contract.</li> </ul> | <p>The applicant provides a narrative that does not address the following, as applicable:</p> <ul style="list-style-type: none"> <li>conveys a clear and explicit plan to manage the charter school and the subgrant;</li> <li>describes the school's founders;</li> <li>describes the school's governance plans;</li> <li>describes the board's plans for school management and leadership; and</li> <li>if applicable, includes</li> </ul> |

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|   | service agreement/contract.  |  | plans to enter into a management or other comprehensive service agreement/contract.  |
| <b>Reviewer's Comments</b>  |  |  |  |
| <b>3.b. Governance &amp; Management Plan:</b> The applicant must thoroughly describe the Project Director's responsibilities and duties in managing the grant to accomplish the charter school's objectives and include an organizational chart indicating the chain of command and lines of direct report, school committees, and advisory groups. In the required attachments, the applicant must include qualifications and credentials for the Project Director position or, if the Project Director is already identified, include their résumé. |  |  |  |
| <b>Acceptable</b>   |  | <b>Not Acceptable</b>  |  |
| <b>Fully Meets—6–7 points</b>   | <b>Adequate/Meets—4–5 points</b>   | <b>Limited/Approaches—2–3 points</b>   | <b>Inadequate—0–1 point(s)</b>   |
| <p>The applicant provides narrative that fully addresses all of the following:</p> <ul style="list-style-type: none"> <li>describes the Project Director's responsibilities and duties in managing the grant to achieve the charter school's objectives;</li> <li>includes an organizational chart indicating the chain of command and lines of direct report, school committees, and advisory</li> </ul>   | <p>The applicant provides a narrative that somewhat addresses all of the following:</p> <ul style="list-style-type: none"> <li>describes the Project Director's responsibilities and duties in managing the grant to achieve the charter school's objectives;</li> <li>includes an organizational chart indicating the chain of command and lines of direct report, school committees, and advisory</li> </ul> | <p>The applicant provides a narrative that is limited or incomplete in addressing all of the following:</p> <ul style="list-style-type: none"> <li>describes the Project Director's responsibilities and duties in managing the grant to achieve the charter school's objectives;</li> <li>includes an organizational chart indicating the chain of command and lines of direct report, school committees, and advisory groups; and</li> <li>includes in the required</li> </ul> | <p>The applicant provides a narrative that does not:</p> <ul style="list-style-type: none"> <li>describe the Project Director's responsibilities and duties in managing the grant to achieve the charter school's objectives;</li> <li>include an organizational chart indicating the chain of command and lines of</li> </ul> |

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| <p>groups; and</p> <ul style="list-style-type: none"> <li>includes in the required attachments either the qualifications and credentials for the Project Director position or the identified Project Director's résumé.</li> </ul> | <p>groups; and</p> <ul style="list-style-type: none"> <li>includes in the required attachments either the qualifications and credentials for the Project Director position or the identified Project Director's résumé.</li> </ul> | <p>attachments either the qualifications and credentials for the Project Director position or the identified Project Director's résumé.</p> | <p>direct report, school committees, and advisory groups; and</p> <ul style="list-style-type: none"> <li>include in the required attachments either the qualifications and credentials for the Project Director position or the identified Project Director's résumé.</li> </ul> |
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**Reviewer's Comments**

**3.c. Governance & Management Plan:** The applicant must explain how the charter school's planning initiative and the resulting charter school will be managed and include assurances, with a timeframe and a lead contact, that the subgrantee will provide annual information to the USED and the SCDE as required to determine if the charter school is making satisfactory progress toward achieving its objectives. As a required attachment, the applicant must provide a projected timeline/workplan 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) and indicate the person(s) responsible for oversight and completion of each activity.

| Acceptable   |  | Not Acceptable   |  |
|--|--|--|--|
| Fully Meets—7–8 points   | Adequate/Meets—5–6 points  | Limited/Approaches—3–4 points  | Inadequate—0–2 points  |
| <p>The applicant provides a narrative that fully addresses all three of the following:</p> <ul style="list-style-type: none"> <li>explains how the charter school's planning initiative</li> </ul> | <p>The applicant provides a narrative that somewhat address all three of the following:</p> <ul style="list-style-type: none"> <li>explains how the charter</li> </ul> | <p>The applicant provides a narrative that is limited or unclear and addresses two or fewer of the following:</p> <ul style="list-style-type: none"> <li>explains how the charter</li> </ul> | <p>The applicant provide a narrative that does not:</p> <ul style="list-style-type: none"> <li>explain how the charter school's planning initiative and the</li> </ul> |

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| <p>and the resulting charter school will be managed;</p> <ul style="list-style-type: none"> <li>• includes assurances, with a timeframe and a lead contact, that the subgrantee will provide annual information to the USED and the SCDE as required to determine if the charter school is making satisfactory progress toward achieving its objectives; and</li> <li>• includes in the required attachments a projected timeline/workplan 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) and indicates the person(s) responsible for oversight and completion of each activity.</li> </ul> | <p>school’s planning initiative and the resulting charter school will be managed;</p> <ul style="list-style-type: none"> <li>• includes assurances, with a timeframe and a lead contact, that the subgrantee will provide annual information to the USED and the SCDE as required to determine if the charter school is making satisfactory progress toward achieving its objectives; and</li> <li>• includes in the required attachments a projected timeline/workplan 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) and indicates the person(s) responsible for oversight and completion of each activity.</li> </ul> | <p>school’s planning initiative and the resulting charter school will be managed;</p> <ul style="list-style-type: none"> <li>• includes assurances, with a timeframe and a lead contact, that the subgrantee will provide annual information to the USED and the SCDE as required to determine if the charter school is making satisfactory progress toward achieving its objectives; and</li> <li>• includes in the required attachments a projected timeline/workplan 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) and indicates the person(s) responsible for oversight and completion of each activity.</li> </ul> | <p>resulting charter school will be managed;</p> <ul style="list-style-type: none"> <li>• include assurances, with a timeframe and a lead contact, that the subgrantee will provide annual information to the USED and the SCDE as required to determine if the charter school is making satisfactory progress toward achieving its objectives; and</li> <li>• include in the required attachments a projected timeline/workplan 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) and indicates the person(s) responsible for oversight and completion of each activity.</li> </ul> |
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| <b>Reviewer's Comments</b>   |   |   |  |
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| <b>3.d. Governance &amp; Management Plan:</b> The applicant must describe how the authorizer for the charter school 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 and demonstrate an understanding of and the capacity to comply with the South Carolina Charter School Act, including strong board governance and stakeholder engagement.   |   |   |  |
| <b>Acceptable</b>  |   | <b>Not Acceptable</b>   |  |
| <b>Fully Meets—6–7 points</b>  | <b>Adequate/Meets—4–5 points</b>  | <b>Limited/Approaches—2–3 points</b>  | <b>Inadequate—0–1 point(s)</b>   |
| <p>The applicant provides a narrative that fully addresses all of the following:</p> <ul style="list-style-type: none"> <li>describes how the authorizer for the charter school 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;</li> <li>demonstrates an understanding of and the capacity to comply with the South Carolina Charter School Act; and</li> <li>includes evidence of strong board governance and</li> </ul> | <p>The applicant provides a narrative that somewhat addresses all of the following:</p> <ul style="list-style-type: none"> <li>describes how the authorizer for the charter school 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;</li> <li>demonstrates an understanding of and the capacity to comply with the South Carolina Charter School Act; and</li> <li>includes evidence of strong board governance and</li> </ul> | <p>The applicant provides a narrative that is limited or unclear and addresses two or fewer of the following:</p> <ul style="list-style-type: none"> <li>describes how the authorizer for the charter school 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;</li> <li>demonstrates an understanding of and the capacity to comply with the South Carolina Charter School Act; and</li> <li>includes evidence of strong board governance and stakeholder engagement.</li> </ul> | <p>The applicant provides a narrative that does not:</p> <ul style="list-style-type: none"> <li>describe how the authorizer for the charter school 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;</li> <li>demonstrate an understanding of and the capacity to comply with the South Carolina Charter School Act; and</li> </ul> |

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| stakeholder engagement.  | stakeholder engagement. |   | <ul style="list-style-type: none"> <li>include evidence of strong board governance and stakeholder engagement.</li> </ul> |
| <b>Reviewer's Comments</b>   |                         |   |   |
| <p><b>Budget Narrative:</b> The applicant must provide a budget narrative that calculates correctly, includes all formulas used to calculate line-item expenses, and provides clear evidence that the proposed expenditures are appropriate, justified, reasonable, and adequate to support the proposed allowable activities to complete the project.</p>   |                         |   |   |
| <b>Acceptable</b>  |                         | <b>Not Acceptable</b>   |   |
| <b>Adequate/Meets—0 points</b>   |                         | <b>Inadequate—0 points</b>  |   |
| <p>The applicant provides a budget narrative that:</p> <ul style="list-style-type: none"> <li>calculates correctly;</li> <li>includes all formulas used to calculate line-item expenses; and</li> <li>provides clear evidence that the proposed expenditures are appropriate, justified, reasonable, and adequate to support the proposed allowable activities to complete the project.</li> </ul> |                         | <p>The applicant provides a budget narrative that does not:</p> <ul style="list-style-type: none"> <li>calculate correctly;</li> <li>include all formulas used to calculate line-item expenses; or</li> <li>provide clear evidence that the proposed expenditures are appropriate, justified, reasonable, and adequate to support the proposed allowable activities to complete the project.</li> </ul> |   |
| <b>Reviewer's Comments</b>   |                         |   |   |



**Appendix C: Required SCDE Forms**

**Certification Signature Page**

**Certification**

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant’s governing body has duly authorized this application and documentation, and the applicant will comply with the Program Specific Assurances (if applicable) and the SCDE Assurances and Terms and Conditions for Federal Awards if the grant is awarded. The applicant is registered and current (active) on the federal System for Award Management (SAM) at [www.sam.gov](http://www.sam.gov).

Charter schools must provide evidence of improved student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA. Authorizers must use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school’s charter. Each authorizer and charter school must enter a contractual agreement stating that student performance of all students described in section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school’s charter.

**Authorized Official** (duly authorized representative of charter committee)

|            |         |
|------------|---------|
| Name:      |         |
| Position:  | E-mail: |
| Telephone: | Fax:    |

|                                   |   |
|-----------------------------------|---|
| Signature of Authorized Official: | Signature of Authorized Financial Official: |
| Date Signed:                      | Date Signed:                                |

Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the Required Appendices as indicated on page 24



**Assurances, Terms and Conditions for Federal  
Awards and Subawards**

Effective date: 4/6/15

**Assurances and Terms and Conditions for Federal Awards and Sub-Awards**

*For informational purposes only*

*The applicant agrees to abide by the SCDE Assurances by signing and submitting the Certification  
Signature Page (SCDESC-101).*

**Assurances**

I certify that this applicant

- A. Has the legal authority to apply for federal 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 (GAAP) or agency directives.
- C. Has an accounting system with sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- D. Will also comply with the Office of Management and Budget 2 CFR Part 200 Subpart E-Cost Principles related to the allowability, reasonableness and allocability of costs consistent with the approved budget and also by maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records depending upon the amount of time spent on cost objectives.
- E. 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.
- F. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability and comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The grantee will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
- H. Has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the *Guidance on Constitutionally Protected Prayer in Public Education* (20 U.S.C. § 7904).
- I. Will comply with the Family Educational Rights and Privacy Act. (20 U.S.C. §1232g; 34 CFR Part 99).



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- J. 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. 2014)).
- K. Will comply with the South Carolina Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2014) if the amount of this award is \$50,000 or more and the federal Drug Free Workplace Act of 1988 (41 USC 702).
- L. Will provide information to the SCDE, as requested, regarding the reporting requirements of the Federal Funding Accountability and Transparency Act (FFATA), which requires the SCDE to file a FFATA sub-award report by the end of the month following the month in which it awards any subgrant equal to or greater than \$25,000.
- M. Will comply with 2 CFR Part 25 and register and receive a unique entity identifier, fulfill the requirement for the System for Award Management at [www.sam.gov](http://www.sam.gov), maintain the currency of the registration throughout the full grant term, and allow access by the granting agency to ensure compliance.
- N. Will comply with 2 CFR Part 200.112 and disclose in writing any potential conflict of interest to the SCDE.
- O. Will comply with 2 CFR Part 200.113 and disclose in writing to the SCDE all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award.
- P. Will comply with conditions under Executive Order 13513 “Federal Leadership on Reducing Text Messaging While Driving” (October 1, 2009) by refraining from texting messaging while driving during official grant business.

**Terms and Conditions**

- 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). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Non-awards/Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a hearing, as provided by 2 CFR Part 200.341 and CFR Part 76.401, if it alleges the SCDE’s actions violate a state or federal statute or regulation by (1) disapproving of or failing to approve the application or project, in whole or in part, or (2) failing to provide funds in amounts in accordance with the requirements of statutes and regulations.

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 allowable 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. Federal grants will be terminated in accordance with 2 CFR Part 200.339 and 200.340.

In the event that this grant is terminated, the grantee shall have a right to a hearing as set forth in 34 CFR Part 76.783. The grantee must notify the SCDE of its request for a hearing within 30 days of receiving written notice of the termination. If a hearing is requested, the SCDE will conduct the hearing in accordance with the procedures outlined in 34 CFR Part 76.401(d)(2)–(7).

- C. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with applicants. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the



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applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

- D. **Amendments to Grants.** Amendments are permitted generally for budgets, grant end date, and management upon the mutual agreement of the parties involved and will become effective when specified in writing and signed by both parties. However, amendments to scope of work that significantly alter the original application proposal may trigger partial or full termination consistent with 2 CFR Part 200.339 and 200.340.
- E. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the approved project plan and approved budget and budget narrative.
- F. **Submission of Expenditure Reports.** Claims for reimbursement must be made at least quarterly and consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).
- G. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.
- H. **Deobligation of Funds.** After a final expenditure report claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
- I. **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. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at: [http://ed.sc.gov/agency/as/documents/Guidelines\\_RetainingDocToSupportExpenditureClaims.pdf](http://ed.sc.gov/agency/as/documents/Guidelines_RetainingDocToSupportExpenditureClaims.pdf).
- J. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration ([www.gsa.gov](http://www.gsa.gov)) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel. Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
- K. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
- L. **Reports.** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the Generally Accepted Accounting Principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.
- M. **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.
- N. **Certification Regarding Lobbying, Suspension, and Debarment.** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors
    - Have not paid or will not pay to any person any federally appropriated funds for the purpose of influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with making any federal grant and the extension continuation, renewal,



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- amendment, or modification of any federal grant, as defined at 34 CFR Part 82.105 and 82.110. If any funds other than federally 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 any employee of a Member of Congress in connection with this federal grant, the undersigned shall complete and submit Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency as stated at 34 CFR Part 180 or 2 CFR Part 3485.
  - 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; violated federal or state antitrust statutes relating to the submission of offers; or committed embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property.
  - Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
  - Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
- O. Audits.**
- Entities expending \$750,000 or more in federal awards:  
Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, *et seq.* Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
  - Entities expending less than \$750,000 in federal awards:  
Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
- P. Records.** The grantee shall retain federal grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in the case of litigation.
- Q. Electronic Signature Agreement.** I agree that my electronic signature is the legally binding equivalent to my handwritten signature.



**Program Specific Assurances**

*For informational purposes only*

*The applicant agrees to abide by the SCDE Program Specific Assurances by signing and submitting the Certification Signature Page.*

The applicant ensures that it will:

- Use the Planning and Implementation subgrant to plan and implement a charter school that aligns with the intent of the SC Charter School Act.
- Comply with the US Department of Education (USED) Assurance 3B which indicates that charter schools must provide evidence of improved student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA). Authorizers must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school's charter. Each authorizer and charter school must enter into a contractual agreement stating that student performance of all students described in Section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining whether to renew or revoke a school's charter.
- Comply with the nonregulatory guidance handbook (2011), accessible at <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>, regarding expenditures being allocable, allowable, and reasonable as determined by the USED.
- Comply with 2 CFR § 200.439 when purchasing equipment or disposing of equipment purchased with Planning and Implementation funds.
- Comply with all guidelines for meeting stated benchmarks in a time-sensitive manner.



## **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.**

### **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.



**Request for Taxpayer Identification Number and  
Certification (W-9)**

**Request for Taxpayer Identification Number and Certification**

See <http://www.irs.gov/pub/irs-pdf/fw9.pdf> for an easy to complete version of this form.

(To be completed by fiscal agent)

|   |   |   |  |
|---|---|---|--|
| <p>Form <b>W-9</b><br/>(Rev. December 2014)<br/>Department of the Treasury<br/>Internal Revenue Service</p> | <p><b>Request for Taxpayer<br/>Identification Number and Certification</b></p>  | <p><b>Give Form to the<br/>requester. Do not<br/>send to the IRS.</b></p> |  |
| <p>Print or type<br/>See Specific instructions on page 2.</p>   | <p><b>1</b> Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.</p>   |   |  |
|   | <p><b>2</b> Business name/disregarded entity name, if different from above</p>  |   |  |
|   | <p><b>3</b> Check appropriate box for federal tax classification; check only <b>one</b> of the following seven boxes:</p> <p> <input type="checkbox"/> Individual/sole proprietor or single-member LLC              <input type="checkbox"/> C Corporation              <input type="checkbox"/> S Corporation              <input type="checkbox"/> Partnership              <input type="checkbox"/> Trust/estate<br/> <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____<br/> <b>Note.</b> For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.<br/> <input type="checkbox"/> Other (see instructions) ▶ _____         </p> |   |  |
|   | <p><b>4</b> Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):<br/>           Exempt payee code (if any) _____<br/>           Exemption from FATCA reporting code (if any) _____<br/> <i>(Applies to accounts maintained outside the U.S.)</i> </p>  |   |  |
|   | <p><b>5</b> Address (number, street, and apt. or suite no.)</p>   | <p>Requester's name and address (optional)</p>                            |  |
|   | <p><b>6</b> City, state, and ZIP code</p>   |   |  |
|   | <p><b>7</b> List account number(s) here (optional)</p>  |   |  |

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

**Note.** If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

|   |  |  |  |  |
|---|--|--|--|--|
| Social security number  |  |  |  |  |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 25%; height: 20px;"></td> </tr> </table> |  |  |  |  |
|   |  |  |  |  |
| OR  |  |  |  |  |
| Employer identification number  |  |  |  |  |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 25%; height: 20px;"></td> </tr> </table> |  |  |  |  |
|   |  |  |  |  |

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

|                  |                            |        |
|------------------|----------------------------|--------|
| <b>Sign Here</b> | Signature of U.S. person ▶ | Date ▶ |
|------------------|----------------------------|--------|

**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at [www.irs.gov/fw9](http://www.irs.gov/fw9).

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1099 (home mortgage interest), 1099-E (student loan interest), 1099-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued).
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

### Workplan Chart

**Project Goal: To open and operate a high-quality charter school**

**Planning vs. Implementation:** Subgrantees have to 12 months of planning and 24 months of initial implementation during their award period, with a total of no more than a 36-month award. Initial implementation begins when your doors open to students. Please indicate your planning and implementation periods below:

**Planning:**  **Implementation:**

**Anticipated Date of Charter School Opening:**

Complete the table below based on the proposed plan (tab to add rows).

| <u>Activity</u> | <u>Budget Item</u> | <u>Amount of Funds (must align to Object Codes)</u> | <u>Timeline</u> | <u>Budget Justification</u> |
|-----------------|--------------------|---|-----------------|-----------------------------|
|                 |                    |   |                 |                             |
|                 |                    |   |                 |                             |
|                 |                    |   |                 |                             |
|                 |                    |   |                 |                             |
|                 |                    |   |                 |                             |

- M. Adheres to all provisions of reporting student truancy, discipline incidents, and persistently dangerous situations as required by ESEA.
- N. Assumes liability for the activities of the charter school and will indemnify and hold harmless the school district and 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, or its agents and employees, in connection with or arising out of the activity of the charter school. S.C. Code Ann. § 59-40-60(F)(15)
- O. Reports to its sponsor and the SCDE any changes to information provided under its application in a timely manner. S.C. Code Ann. § 59-40-140(H)
- P. Reports at least annually to its sponsor and the SCDE all information required by the sponsor and by the SCDE, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff. S.C. Code Ann. § 59-40-140(H)
- Q. Adheres to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable. S.C. Code Ann. § 59-40-50(B)(1)
- R. Adheres to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. S.C. Code Ann. § 59-40-50(B)(1)
- S. Complies with S.C. Code Ann. § 59-63-235 (2004), which provides for the expulsion of any student who brings a firearm to school.
- T. Complies with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).
- U. Complies with any school district desegregation plan or order in effect. S.C. Code Ann. § 59-40-60(F)(9)
- V. Adheres to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form.
- W. Understands that, as a charter, we gain autonomy to make decisions in exchange for accountability to our authorizer.

\_\_\_\_\_  
Signature of Charter School Leader

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Charter School Board Chairman

\_\_\_\_\_  
Date

**Charter School Monitoring Template**



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

**Charter School Monitoring Template**

**Desk Top Review**

**Planning Charter Schools**

**School Term for current Award:** \_\_\_\_\_

**Charter School Name:** \_\_\_\_\_

**Current Grant Award Amount:** \_\_\_\_\_

**Charter School Address:** \_\_\_\_\_ **Principal Name:** \_\_\_\_\_

**Charter School Telephone Number:** \_\_\_\_\_

**How many years of funding received from SCDE:** \_\_\_\_\_

| Description  | Yes | No |
|--|-----|----|
| Does the charter school have an approved detailed budget?                    |     |    |
| Does spending appear to be in line with approved budget?                     |     |    |
| Does the charter school need to consider a budget amendment?                 |     |    |
| Has the charter school submitted claims for reimbursements?                  |     |    |
| Did the charter school submit benchmark Report # 1 timely?                   |     |    |
| Did the charter school submit benchmark Report # 2 timely?                   |     |    |
| Did the charter school submit benchmark Report # 3 timely?                   |     |    |
| Has the charter school met all requirements for Planning?                    |     |    |
| Do you recommend the charter school move to Implementation Year One funding? |     |    |

On-Site Monitoring Template



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

| Description   | Response |
|---|----------|
| If benchmark report # 1 has not been received when is it due?                             |          |
| If benchmark report # 2 has not been received when is it due?                             |          |
| If benchmark report #3 has not been received when is it due?                              |          |
| If the charter school has not met all Planning requirements what remains to be completed? |          |
| How many reimbursement claims did the charter school submit?                              |          |
| Which claims are being selected for the random sample?                                    |          |
| Name of Sponsoring School District  |          |
| Name of Sponsoring District Contact Person.   |          |

|                       |       |
|-----------------------|-------|
| SCDE Staff Name:      | Date: |
| SCDE Staff Signature: | Date: |

On-Site Monitoring Template



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

**CHARTER SCHOOL MONITORING TEMPLATE**

**ON-SITE VISIT:                      PLANNING CHARTER SCHOOL**

**Charter School Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

| Description  | Results |
|--|---------|
| Person Name Interviewed:                                 |         |
| Person Position for charter school:                      |         |
| Charter School Facility Location temporary or permanent? |         |
| Charter address if different from office file:           |         |
| 2013-2014 Grant Amount?                                  |         |

| Description  | Yes | No |
|--|-----|----|
| Does the Planning School have identifiable information with the charter school Mission?                        |     |    |
| Has the charter school found the Planning funds to be beneficial to their Mission and Purpose?                 |     |    |
| Does the charter school have a good working relationship with the sponsoring district?                         |     |    |
| Does the charter school have evidence of board meetings?   |     |    |
| Does the charter school have evidence of development of school policies?                                       |     |    |
| Does the charter school have board meeting minutes available to review?  |     |    |
| Is there at least one positive comment you have about the services received from SCDE?                         |     |    |
| Does the charter school have proof of Fidelity Bonding Insurance?  |     |    |
| Does the charter school have written agreements on hand for Purchased Services?                                |     |    |
| Does the charter school written agreements for Purchased Services appear to reasonable, allowable & necessary? |     |    |

| Description  | Results |
|--|---------|
| What suggestions does the charter school offer to make the Planning funds more useful to future charter schools? |         |

On-Site Monitoring Template



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

|  |  |
|--|--|
|  |  |
| What are at least two positive things you can say about your sponsoring school district?   |  |
| What policies does the charter school have developed and functional?   |  |
| What are at least two things you would like to see improved or changed with the sponsoring district oversight of the charter schools?  |  |
| What are at least two things you would recommend to SCDE to improve the Planning and Implementation Grant offering to charter schools? |  |
| Other comments by charter school representative:   |  |

|                       |       |
|-----------------------|-------|
| SCDE Staff Name:      | Date: |
| SCDE Staff Signature: | Date: |

On-Site Monitoring Template



**SOUTH CAROLINA  
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**CHARTER SCHOOL MONITORING TEMPLATE**

**DESK TOP REVIEW**      **IMPLEMENTATION YEAR ONE CHARTER SCHOOL**      **SCHOOL TERM FOR CURRENT AWARD:** \_\_\_\_\_

**CHARTER SCHOOL NAME:** \_\_\_\_\_ **CURRENT GRANT AWARD AMOUNT:** \_\_\_\_\_

**Charter School Address:** \_\_\_\_\_ **Principal Name:** \_\_\_\_\_

**Charter School Telephone Number:** \_\_\_\_\_ **How many years of funding received from SCDE:** \_\_\_\_\_

| Description   | Yes | No |
|---|-----|----|
| Does the charter school have an approved detailed budget?   |     |    |
| Does the spending appear to be in line with the approved budget?  |     |    |
| Does the charter school need to consider a budget amendment?  |     |    |
| Has the charter school submitted claims for reimbursement?  |     |    |
| Has the charter school submitted all applicable benchmark reports for the grant period?                         |     |    |
| Does the charter school have any unmet benchmarks at this time?   |     |    |
| Based on reports at hand is it recommended for this charter school to proceed to Implementation Year Two funds? |     |    |
|   |     |    |
|   |     |    |

On-Site Monitoring Template



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

| Description   | Comments |
|---|----------|
| How many reimbursement claims were submitted for this grant period?       |          |
| If benchmark reports are outstanding which report is it?                  |          |
| If the benchmark report reflects unmet goals which goals are outstanding? |          |
| What reimbursement claim is being selected for random sampling?           |          |
| Name of Sponsoring School District.                                       |          |
| Name of Sponsoring School District Contact Persons.                       |          |
|   |          |

|                       |       |
|-----------------------|-------|
| SCDE Staff Name:      | Date: |
| SCDE Staff Signature: | Date: |

On-Site Monitoring Template



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

**CHARTER SCHOOL MONITORING TEMPLATE**

**ON-SITE VISIT:**

**IMPLEMENTATION YEAR ONE CHARTER SCHOOL**

**CHARTER SCHOOL NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

| Description  | Results |
|--|---------|
| Person Name Interviewed:   |         |
| Position of Person Interviewed for Charter School:                 |         |
| Number of student slots per charter?                               |         |
| Number of students presently enrolled?                             |         |
| What is the percentage of school teachers that must be certified?  |         |
| What is the actual number of teachers on staff that are certified? |         |

| Description  | Yes | No |
|--|-----|----|
| Is the charter school Mission visible for Public view?   |     |    |
| Does the charter school have an established Board of Directors?  |     |    |
| Does the charter school Board of Directors reflect its community and student population to be served?        |     |    |
| Have the Board of Director's members received board training?  |     |    |
| Has the Principal of the Charter School participated in the Principal Induction Program Leadership Training? |     |    |

## On-Site Monitoring Template



### SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

|   |  |  |
|---|--|--|
| Is there evidence of Professional Development training provided to all staff.   |  |  |
| Does the charter school receive sufficient support from the sponsoring school district?   |  |  |
| Are parents and students appropriately informed of the school?  |  |  |
| Are the school's admission practices consistent with 59-40-50 (B) (7) and (8) of the education act?   |  |  |
| Does the school employ at least one licensed special education teacher?   |  |  |
| Is the school complying with 59-40-50 (B) (5) that states the specific percentage of teachers that must be certified to teach at the school?  |  |  |
| Has the governance structure that is described in the grant application and implemented for the charter school changed?   |  |  |
| Has the charter school met all of its planned goals and objectives for this school term?  |  |  |
| If the charter school has amended or changed any of its objectives are the new ones aligned with the charter school's mission and educational program as described in the approved grant application? |  |  |
| Does the school's curriculum match the description provided in the grant application?   |  |  |
| Is the charter school operating in an autonomous manner?  |  |  |
| Does the charter school function under the auspicious of a CMO or EMO?  |  |  |
| If yes, is the CMO or EMO operating in such a way that the school is autonomous and there are no real or perceived conflicts of interest?   |  |  |
| Are CSP Purchases in being made according to the approved detailed budget?  |  |  |
| Does the charter school have the assets purchased with funds from SCDE identified?  |  |  |
| Does the charter school have a sustainability plan beyond the original 5 year plan?   |  |  |
| Does it appear that this charter school will remain viable beyond the Planning & Implementation grant?  |  |  |
| Does it appear the charter school has benefited from the CSP grant?   |  |  |
| Does it appear that SCDE has provided sufficient support to the charter school as a sub-grantee of SCDE?  |  |  |
| Does it appear that SCDE has provided adequate financial support to the charter school?   |  |  |
| Does it appear a follow up visit will be needed to this charter school?   |  |  |

| Description                                 | Results |
|---|---------|
| Number of Board of Directors members?       |         |
| How often does the Board of Directors meet? |         |

On-Site Monitoring Template



**SOUTH CAROLINA**  
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**OF EDUCATION**

|  |  |
|--|--|
| What type of training has Board members received?  |  |
| How many years has the Principal been on board?  |  |
| If the Principal participated in the P.I.P. when ?   |  |
| How many Staff Professional Development training have been held?   |  |
| What is the curriculum used by the charter school?   |  |
| If the school's curriculum has changed what is it now?   |  |
| If the charter school financial plan has changed what is new or deleted?   |  |
| What additional flexibility would you recommend to future CSP grant recipients?  |  |
| What are at least two positive things you can say about your sponsoring district?  |  |
| What are at least two things you would like to see improved or changed with the sponsoring district oversight of the charter school? |  |
| Other comments by the charter school representative:   |  |

On-Site Monitoring Template



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

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|                       |       |
|-----------------------|-------|
| SCDE Staff Name:      | Date: |
| SCDE Staff Signature: | Date: |

**CHARTER SCHOOL MONITORING TEMPLATE**

| Description   | Results |
|---|---------|
| Are there any significant accomplishments that this charter school has accomplished that you would like highlighted/noted for the charter school funds? |         |
|   |         |

On-Site Monitoring Template



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

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|                       |       |
|-----------------------|-------|
| SCDE Staff Name:      | Date: |
| SCDE Staff Signature: | Date: |

**CHARTER SCHOOL MONITORING TEMPLATE**

DESK TOP REVIEW      IMPLEMENTATION YEAR TWO CHARTER SCHOOL      SCHOOL TERM FOR CURRENT AWARD: \_\_\_\_\_

CHARTER SCHOOL NAME: \_\_\_\_\_      CURRENT GRANT AWARD AMOUNT: \_\_\_\_\_

Charter School Address: \_\_\_\_\_      Principal Name: \_\_\_\_\_

Charter School Telephone Number: \_\_\_\_\_      How many years of funding received from SCDE: \_\_\_\_\_

On-Site Monitoring Template



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

| Description   | Yes | No |
|---|-----|----|
| Does the charter school have an approved detailed budget?   |     |    |
| Does the spending appear to be in line with the approved budget?  |     |    |
| Does the charter school need to consider a budget amendment?  |     |    |
| Has the charter school submitted claims for reimbursement?  |     |    |
| Has the charter school submitted their annual report for the previous year?                                     |     |    |
| Did the annual report fail to report on any of the required criteria?   |     |    |
| Based on the five year financial plan of the charter school does it appear to have adequate funding to sustain? |     |    |

| Description   | Comments |
|---|----------|
| How many reimbursement claims were submitted for this grant period?         |          |
| If the school has outstanding annual report requirements when are they due? |          |

On-Site Monitoring Template



**SOUTH CAROLINA  
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|   |  |
|---|--|
| What reimbursement claim is being selected for random sampling? |  |
| What reimbursement claim is being selected for random sampling? |  |
| What reimbursement claim is being selected for random sampling? |  |
| Name of Sponsoring School District                              |  |
| Name of Sponsoring School District Contact Person.              |  |

|                       |       |
|-----------------------|-------|
| SCDE Staff Name:      | Date: |
| SCDE Staff Signature: | Date: |

**CHARTER SCHOOL MONITORING TEMPLATE**

**ON-SITE VISIT:**

**IMPLEMENTATION YEAR TWO CHARTER SCHOOL**

**CHARTER SCHOOL NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

| Description | Results |
|-------------|---------|
|-------------|---------|

## On-Site Monitoring Template



### SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

|  |  |
|--|--|
| Person Name Interviewed:   |  |
| Position of Person Interviewed for Charter School:                 |  |
| Number of student slots per charter?                               |  |
| Number of students presently enrolled?                             |  |
| What is the percentage of school teachers that must be certified?  |  |
| What is the actual number of teachers on staff that are certified? |  |

| Description   | Yes | No |
|---|-----|----|
| Is the charter school Mission visible for Public view?  |     |    |
| Does the charter school have an established Board of Directors?   |     |    |
| Does the charter school Board of Directors reflect its community and student population to be served?   |     |    |
| Have the Board of Director's members received board training?   |     |    |
| Has the Principal of the Charter School participated in the Principal Induction Program Leadership Training?  |     |    |
| Is there evidence of Professional Development training provided to all staff?   |     |    |
| Does the charter school receive sufficient support from the sponsoring school district?   |     |    |
| Are parents and students appropriately informed of the school?  |     |    |
| Are the school's admission practices consistent with 59-40-50 (B) (7) and (8) of the education act?   |     |    |
| Does the school employ at least one licensed special education teacher?   |     |    |
| Is the school complying with 59-40-50 (B) (5) that states the specific percentage of teachers that must be certified to teach at the school?  |     |    |
| Has the governance structure that is described in the grant application and implemented for the charter school changed?   |     |    |
| Has the charter school met all of its planned goals and objectives for this school term?  |     |    |
| If the charter school has amended or changed any of its objectives are the new ones aligned with the charter school's mission and educational program as described in the approved grant application? |     |    |
| Does the school's curriculum match the description provided in the grant application?   |     |    |
| Is the charter school operating in an autonomous manner?  |     |    |
| Does the charter school function under the auspicious of a CMO or EMO?  |     |    |
| If yes, is the CMO or EMO operating in such a way that the school is autonomous and there are no real or  |     |    |

On-Site Monitoring Template



**SOUTH CAROLINA  
STATE DEPARTMENT  
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|  |  |  |
|--|--|--|
| perceived conflicts of interest?   |  |  |
| Are CSP Purchases made according to the approved detailed budget?  |  |  |
| Does the charter school have the assets purchased with funds from SCDE identified?                       |  |  |
| Does the charter school have a sustainability plan beyond the original 5 year plan?                      |  |  |
| Does it appear that this charter school will remain viable beyond the Planning & Implementation grant?   |  |  |
| Does it appear the charter school has benefited from the CSP grant?                                      |  |  |
| Does it appear that SCDE has provided sufficient support to the charter school as a sub-grantee of SCDE? |  |  |
| Does it appear that SCDE has provided adequate financial support to the charter school?                  |  |  |
| Does it appear a follow up visit will be needed to this charter school?                                  |  |  |

| Description   | Results |
|---|---------|
| Number of Board of Directors members?   |         |
| How often does the Board of Directors meet?                                     |         |
| What type of training has Board members received?                               |         |
| How many years experience as a Principal?                                       |         |
| If the Principal participated in the P.I.P. when ?                              |         |
| How many Staff Professional Development training have been held?                |         |
| What is the curriculum used by the charter school?                              |         |
| If the school's curriculum has changed what is it now?                          |         |
| If the charter school financial plan has changed what is new or deleted?        |         |
| What additional flexibility would you recommend to future CSP grant recipients? |         |

On-Site Monitoring Template



**SOUTH CAROLINA  
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|   |  |
|---|--|
| <p>What are at least two positive things you can say about your sponsoring district?</p>  |  |
| <p>What are at least two things you would like to see improved or changed with the sponsoring district oversight of the charter school?</p> |  |
| <p>Other comments by the charter school representative:</p>   |  |

|                              |              |
|------------------------------|--------------|
| <p>SCDE Staff Name:</p>      | <p>Date:</p> |
| <p>SCDE Staff Signature:</p> | <p>Date:</p> |

On-Site Monitoring Template



**SOUTH CAROLINA  
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**CHARTER SCHOOL MONITORING TEMPLATE**

| Description   | Results |
|---|---------|
| Are there any significant accomplishments that this charter school has accomplished that you would like highlighted/noted for the charter school funds? |         |
|   |         |
|   |         |

|                       |       |
|-----------------------|-------|
| SCDE Staff Name:      | Date: |
| SCDE Staff Signature: | Date: |

On-Site Monitoring Template



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**



July 15, 2015

Superintendent Molly Spearman  
South Carolina Department of Education  
1429 Senate Street  
Columbia, SC 29201

Dear Superintendent Spearman:

American Institutes for Research (AIR) is pleased to support the South Carolina Department of Education's (SCDE) proposal for the Charter School Program (CSP) grant that provides assistance to meet state-specific needs and program requirements for intensive and technical assistance to help groups develop charter schools.

Founded in 1946, AIR is one of the largest not-for-profit behavioral and social science research and evaluation organizations in the world. We are committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce productivity, and international development. With more than 1,600 global employees, AIR has a strong foundation in education research and the application of those findings in the field. We currently stand as a national leader in teaching and learning improvement, providing the research, assessment, evaluation, and technical assistance to ensure that all students—particularly those facing historical disadvantages—have access to a high-quality, effective education.

AIR experts with years of experience in providing charter school training and technical assistance look forward to supporting SCDE's charter school initiative. Our experts will aid the agency by assisting authorizers in planning, implementation, and sustainability of high-quality charters.

To that end, AIR was the lead organization for the National Charter School Resource Center, whose mission was to disseminate information about successful practices of charters. Through the work of the Resource Center, we engaged with SCDE staff through the Southeast Comprehensive Center to collaboratively support their authorizers and charter schools.

If the agency is successful with its bid, we are committed to supporting SCDE's efforts to provide assistance to new authorizers. We would continue our collaborative work with SCDE to leverage resources for maximum impact in improving South Carolina's charter school system.

Sincerely,



Elizabeth Grant, Ph.D.  
Vice President  
Education Program



Superintendent:  
Wayne Brazell, Ph.D.

Board of Directors:  
Don McLaurin, Chairman  
Linzie Staley, Vice Chairman  
Kathleen Bounds, Secretary  
Betty Bagley  
Reese Boyd, Esq.  
Anne Bull  
Laban Chappell  
Ronald Epps, Ph.D.  
John Payne

Mrs. Molly Spearman  
State Superintendent of Education  
1429 Senate Street  
Columbia, SC 29201

Dear Mrs. Spearman:

It is my pleasure to support the South Carolina Department of Education's SEA application to the U.S. Department of Education's Charter School Program. The South Carolina Public Charter School District (SCPCSD) appreciates the SCDE's continuous support of charter school planning initiatives, including the pursuit of these funds.

With the emphasis on high-quality authorizing practices by the U.S. Department of Education, the SCPCSD can provide the SCDE with research and contacts to further emphasize best practices amongst all South Carolina authorizers. The SCPCSD has proactively reached out to South Carolina State, the only Institution of Higher education to serve as an authorizer at this point in time, to offer assistance and to share best practices and lessons learned along the way by the District in terms of quality authorization practices.

The mission statement of the SCPCSD reads, "SCPCSD's mission is to improve learning and increase learning opportunities in South Carolina through the creation of Innovative, high quality charter schools. Ultimately, we strive to assist South Carolina in achieving academic excellence." Ultimately, that includes ensuring that all charter schools under the SCPCSD's purview are high-performing. The District has consistently pursued legal emphasis on the ability to close low-performing charter schools. Just last year, the legislature passed a provision for automatic closure for any school who achieves the lowest accountability rating three years in a row as measured by the federal school accountability system.

As demonstrated by the District's growth to serving nearly 17,000 students in seven years, the parents of South Carolina value the options that charter schools provide their families. Furthering the development of charter schools in South Carolina, along with the number of high-quality authorizers available, can only benefit the learning and achievement of today's students.

We look forward to continuing our partnership with the SCDE to work towards the common goal of the development, opening, and evaluation of high-quality charter school.

Sincerely,



Wayne Brazell, Ph.D.



July 3, 2015

Superintendent Molly Spearman  
SC Department of Education  
1429 Senate Street  
Columbia, SC 29201

Dear Superintendent Spearman,

I am writing in support of the department's Charter School Program SEA application to the US Department of Education. This funding is critical to the future growth of a strong public charter school sector in South Carolina as it supports the development of new schools. Research has shown that the majority of public charter schools that start out on a solid foundation with clear academic goals are able to maintain those moving forward while schools that begin in their first years with low academic growth show limited improvement moving forward.

The Public Charter School Alliance of South Carolina (Alliance) appreciates SCDE's commitment to working together with key stakeholders to improve new school development in our state. The CSP grant funds provide the developing schools access to critical resources that support high quality schools for South Carolina's students. SCDE staff have developed key partnerships with charter sponsors and the Alliance in providing information to new charter committees.

The Alliance is committed with partnering with the SCDE to ensure the intent of the CSP funds are implemented with fidelity in South Carolina. The Alliance's work aligned with the goals of the SCDE and the CSP SEA application and our work is based on the following beliefs:

- Education changes lives and we must develop a culture in South Carolina that values education.
- High quality public charter schools are part of the solution in transforming South Carolina's future.
- All students deserve access to school choice and parity in funding regardless of their zip code.

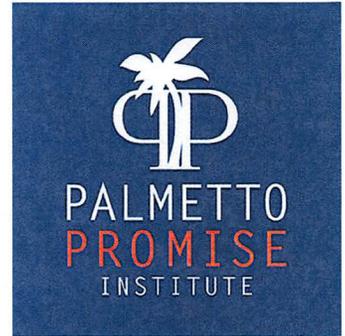
With the addition of higher education sponsors in South Carolina, we are at another critical turning point in creating additional educational opportunities for students. We look forward to supporting the SCDE efforts.

Sincerely,

Mary Carmichael  
Executive Director

July 10, 2015

Superintendent Molly Spearman  
SC Department of Education  
1429 Senate Street  
Columbia, SC 29201



Dear Superintendent Spearman,

It is a pleasure to write to you today in support of the work done by your Department's Office of School Transformation, specifically, their work to help support and sustain new high-quality charter schools.

I understand that they have been invited to apply once again for the competitive Charter School Program SEA grant offered through the U.S. Department of Education. In the past, these funds have provided important help for start-up schools to develop a plan for success in their critical early years and to deliver much-needed technical assistance for both school staff and authorizers. Continued support to equip authorizers to effectively oversee their schools is vital to ensure quality and sustainability for South Carolina's growing charter school population.

With strong partnerships between your Department, the Public Charter School Alliance of South Carolina and other key stakeholders, I am confident that this grant, if awarded, will provide important support on our journey to allow every South Carolina student the opportunity to access a customized education that meets their individual needs and helps them reach their highest potential.

Sincerely,

Ellen E. Weaver  
President & CEO

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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**South Carolina Charter Schools NExT 2015–19**  
Five-Year Budget Narrative

| Budget Category   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | 5-Year Total |
|---|--------|--------|--------|--------|--------|--------------|
| <b>1. PERSONNEL:</b>  |        |        |        |        |        |              |
| <b>CSP P&amp;I Grant Manager</b> - The GM will dedicate 100% of staff time to the project and will be responsible for providing fiscal oversight of the program, ensuring work is being performed, and meeting specific benchmarks and requirements. Requesting 100% of the salary to be covered by the CSP grant. Cost for years 2-5 include a 3% annual cost of living increase (COLI).   | █      | █      | █      | █      | █      | █            |
| <b>Administrative Assistant</b> - The AA will dedicate 100% of staff time to logistical arrangements and registration for trainings, disseminating information to subgrantees and interested parties, travel arrangements and paperwork for charter associates, purchasing, and data entry/report preparation on project. Requesting 100% of the AA salary to be covered by the CSP grant. Cost for years 2-5 include a 3% annual COLI. | █      | █      | █      | █      | █      | █            |
| <b>Part-time Assistant</b> - This individual will work on an hourly basis to support the charter schools program by assisting potential subgrant applicants, answering inquiries, updating the charter website, filing, and data management. Salary estimated at █ X 25 hours/week X 52 weeks/year.   | █      | █      | █      | █      | █      | █            |
| <b>Subtotal Personnel:</b>  | █      | █      | █      | █      | █      | █            |

**South Carolina Charter Schools NExT 2015–19**  
Five-Year Budget Narrative

| Budget Category   | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | 5-Year Total |
|---|---------|---------|---------|---------|---------|--------------|
| <b>2. FRINGE BENEFITS:</b>  |         |         |         |         |         |              |
| <b>CSP P&amp;I Grant Manager</b> (34% of salary for FICA, retirement, worker's compensation, unemployment, health, and dental insurance).   | █       | █       | █       | █       | █       | █            |
| <b>Administrative Assistant</b> (34% of salary for FICA, retirement, worker's compensation, unemployment, health, and dental insurance).  | █       | █       | █       | █       | █       | █            |
| <b>Part-time Assistant</b> (12% of salary for FICA, worker's compensation, unemployment).   | █       | █       | █       | █       | █       | █            |
| <i>Subtotal Fringe Benefits:</i>  | █       | █       | █       | █       | █       | █            |
| <b>3. TRAVEL:</b>   |         |         |         |         |         |              |
| <b>Travel to Charter School-Specific Conferences</b> (includes a 3% increase each year to cover anticipated annual cost increases).   |         |         |         |         |         |              |
| <b>National Project Directors Conference -</b> Registration fees (no charge); Lodging: \$2,308.32 (\$229/night + 12% taxes X 3 nights X 3 people); Airfare: \$1,200 (\$400 ea. X 3 people); Per diem: \$288 (\$32/day X 3 days X 3 people); Airport/hotel transfers: \$390 (\$130 roundtrip/person X 3 people). | \$4,186 | \$4,312 | \$4,441 | \$4,574 | \$4,711 | \$22,224     |
| <b>SC Public Charter School Alliance Spring &amp; Fall Conferences -</b> Registration fees: \$780 (\$130 ea. X 3 people X 2 conferences).   | \$780   | \$803   | \$827   | \$852   | \$878   | \$4,140      |

**South Carolina Charter Schools NExT 2015–19**  
Five-Year Budget Narrative

| Budget Category  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | 5-Year Total |
|--|---------|---------|---------|---------|---------|--------------|
| <b>National Charter School Alliance Conference</b> -<br>Registration fees: \$1,575 (\$525.00 ea. X 3 people); Lodging: \$2,029.44 (\$151/night + 12% taxes X 4 nights X 3 people); Airfare: \$1,350 (\$450 X 3 people); Airport/hotel transfers: \$390 (\$130 roundtrip/person X 3 people); Per diem: \$384 (\$32/day X 4 days X 3 people).            | \$5,728 | \$5,900 | \$6,077 | \$6,259 | \$6,447 | \$30,411     |
| <b>National Association of Charter School Authorizer Conference</b> - Registration fees: \$1,950 (\$650 X 3 people); Lodging: \$1,532.16 (\$114/night + 12% taxes X 4 nights X 3 people); Airfare: \$1,524 (\$508 ea. X 3 people); Airport/hotel transfers: \$390 (\$130 roundtrip/person X 3 people); Per diem: \$480 (\$32/day X 5 days X 3 people). | \$5,876 | \$6,052 | \$6,234 | \$6,421 | \$6,614 | \$31,197     |
| <b>Travel to Conferences that support CSP objectives</b> (includes a 3% increase each year to cover anticipated annual cost increases).  |         |         |         |         |         |              |
| <b>National School Board Association (NSBA) Conference</b> - Registration fees: \$1,510 (\$755 ea. X 2 people); Lodging: \$1,008 (\$150/night + 12% taxes X 3 nights X 2 people); Airfare: \$1,000 (\$500 ea. X 2 people); Airport/hotel transfers: \$390 (\$130 roundtrip/person X 2 people); Per diem: \$192 (\$32/day X 3 days X 2 people).         | \$3,970 | \$4,089 | \$4,212 | \$4,338 | \$4,468 | \$21,077     |

**South Carolina Charter Schools NExT 2015–19**  
Five-Year Budget Narrative

| Budget Category   | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | 5-Year Total |
|---|---------|---------|---------|---------|---------|--------------|
| <b>Association for Supervision and Curriculum Development(ASCD) Conference -</b><br>Registration fees: \$986 (\$493 ea. X 2 people);<br>Lodging \$1,008 (\$150/night + 12% taxes X 3 nights X 2 people); Airfare: \$1,000 (\$500 ea. X 2 people); Airport/hotel transfers: \$260 (\$130 roundtrip/person X 2 people); Per diem: \$192 (\$32/day X 3 days X 2 people). | \$3,446 | \$3,549 | \$3,655 | \$3,765 | \$3,878 | \$18,293     |
| <b>Travel to support fiscal and grant management activities of CSP grant</b> (includes a 3% increase each year to cover anticipated annual cost increases).   |         |         |         |         |         |              |
| <b>Wipfli CPA's &amp; Consultants Conference -</b><br>Registration fees: \$850.00; Lodging: \$443.52 (\$99/night +12% taxes X 4 nights); Airfare: \$450; Airport/hotel transfers: \$130 roundtrip; Per diem: \$128 (\$32/day X 4 days).   | \$2,002 | \$2,062 | \$2,124 | \$2,188 | \$2,254 | \$10,630     |
| <b>Association of Educational Federal Finance Administrators (AEFFA) Conference -</b><br>Registration fees: \$575; Lodging: \$1,155.84 (\$258/night + 12% taxes X 4 nights); Airfare: \$650; Airport/hotel transfers: \$130 roundtrip; Per diem: \$128 (\$32/day X 4 days).   | \$2,639 | \$2,718 | \$2,800 | \$2,884 | \$2,971 | \$14,012     |
| <b>Local travel to monitor schools</b> to conduct annual onsite visits to all P&I subgrant recipients - Lodging: \$2,217.60 (\$99/night + 12% taxes X 20 nights); Per diem: \$320 (\$16/day X 20 days); Mileage: \$3,097.60 (1,000 miles X \$0.56/mile).  | \$3,098 | \$3,191 | \$3,287 | \$3,386 | \$3,488 | \$16,450     |

**South Carolina Charter Schools NExT 2015–19**  
Five-Year Budget Narrative

| Budget Category   | Year 1          | Year 2          | Year 3          | Year 4          | Year 5          | 5-Year Total     |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| <b>Local travel to visit charter schools</b> in order to observe best practices ( <i>includes 20 onsite visits w/10 hotel stays</i> ) - Lodging: \$1,108.80 (\$99/night + 12% taxes X 10 nights); Per diem: \$160 (\$16/day X 10 days); Mileage: \$1,680 (3,000 miles X \$0.56/mile). | \$2,949         | \$3,038         | \$3,129         | \$3,223         | \$3,320         | \$15,659         |
| <b>Subtotal Travel:</b>   | <b>\$34,674</b> | <b>\$35,714</b> | <b>\$36,786</b> | <b>\$37,890</b> | <b>\$39,029</b> | <b>\$184,093</b> |

|                            |            |            |            |            |            |            |
|----------------------------|------------|------------|------------|------------|------------|------------|
| <b>4. EQUIPMENT:</b>       |            |            |            |            |            |            |
|                            | \$0        | \$0        | \$0        | \$0        | \$0        | \$0        |
| <b>Subtotal Equipment:</b> | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> |

|  |         |         |         |         |         |          |
|--|---------|---------|---------|---------|---------|----------|
| <b>5. SUPPLIES:</b>  |         |         |         |         |         |          |
| <b>Office Supplies</b> for program administration estimated at \$300/month for years 1–5 of the grant. Supplies include flash drives, paper, pens, paper, folders, and other general office supplies.  | \$3,600 | \$3,600 | \$3,600 | \$3,600 | \$3,600 | \$18,000 |
| <b>Workshop Supplies/Materials</b> including publications and quality reference for application developer TA, authorizer TA, and board training and development (\$1,800/year). Additional supplies for workshops to include: markers, flip-charts, flash drives, notebooks, and dividers (\$800/year). Total of \$2,600 for year 1. Each year is increased by 3% to cover anticipated cost increases. | \$2,600 | \$2,678 | \$2,758 | \$2,841 | \$2,926 | \$13,803 |

**South Carolina Charter Schools NExT 2015–19**  
Five-Year Budget Narrative

| Budget Category  | Year 1          | Year 2         | Year 3         | Year 4         | Year 5         | 5-Year Total    |
|--|-----------------|----------------|----------------|----------------|----------------|-----------------|
| <b>Microsoft Office Pro Tablets - Charter Associates</b> will use for training and presentations to developer groups and authorizer groups; one-time purchase based on \$1,600 per item X 3 items. Total cost includes taxes and shipping. | \$4,800         | \$0            | \$0            | \$0            | \$0            | \$4,800         |
| <b><i>Subtotal Supplies:</i></b>   | <b>\$11,000</b> | <b>\$6,278</b> | <b>\$6,358</b> | <b>\$6,441</b> | <b>\$6,526</b> | <b>\$36,603</b> |

|   |          |          |          |          |          |           |
|---|----------|----------|----------|----------|----------|-----------|
| <b>6. CONTRACTUAL (excluded from indirect cost calculations):</b>   |          |          |          |          |          |           |
| <b>P&amp;I Peer Grant Reviewers</b> - to review P&I subgrant applications. Estimation of 15 applications submitted per grant round. Each peer reviewer will be paid \$100/application reviewed (\$1,500 X 4 grant reviewers X 5 grant rounds).                      | \$6,000  | \$6,000  | \$6,000  | \$6,000  | \$6,000  | \$30,000  |
| <b>University of South Carolina</b> - to provide an external review of the project each year at (\$25,000/year) for years 1–5. Additional funding (\$10,000) requested during year 5 for the development of a comprehensive project report at the end of the grant. | \$25,000 | \$25,000 | \$25,000 | \$25,000 | \$35,000 | \$135,000 |

**South Carolina Charter Schools NExT 2015–19**  
Five-Year Budget Narrative

| Budget Category  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | 5-Year Total |
|--|----------|----------|----------|----------|----------|--------------|
| <p><b>National Consultants</b> - such as National Charter Schools Institute (NCSI), American Institutes for Research (AIR), and Center for Research on Education Outcomes (CREDO) for the development and facilitation of TA sessions for charter developer groups, newly authorized charter schools, current charter schools, charter boards, and charter authorizers. Trainings provided will cost \$3500/session (includes airfare, daily rates, per diem, and rental car). Years 1–3 will consist of 3 sessions/year for a total of \$31,500. Years 4–5 will consist of 4 sessions/year for a total cost of \$28,000.</p>  | \$10,500 | \$10,500 | \$10,500 | \$14,000 | \$14,000 | \$59,500     |
| <p><b>National Association of Charter School Authorizers (NACSA)</b> - to strengthen the quality of charter school authorizing practices throughout the state by developing a set of Principles and Standards (P&amp;S) for Quality Charter School Authorizing and Authorizer Review Process. P&amp;S project development and implementation will take place during years 1–3 of the grant. The total for the P&amp;S project is \$90,000 and will be allocated over years 1–3 at \$30,000/year. Quality authorizer review process development and implementation will take place during years 3–5 of the grant. The total for the authorizer review project is \$85,000 and will be allocated over years 3–5 at \$28,333.33/year.</p> | \$30,000 | \$30,000 | \$58,333 | \$28,333 | \$28,334 | \$175,000    |

**South Carolina Charter Schools NExT 2015–19**  
Five-Year Budget Narrative

| Budget Category   | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      | 5-Year Total |
|---|-------------|-------------|-------------|-------------|-------------|--------------|
| <i>Subtotal Contractual:</i>  | \$71,500    | \$71,500    | \$99,833    | \$73,333    | \$83,334    | \$399,500    |
| <b>7. CONSTRUCTION:</b>   |             |             |             |             |             |              |
|   | \$0         | \$0         | \$0         | \$0         | \$0         | \$0          |
| <i>Subtotal Construction:</i>   | <b>\$0</b>  | <b>\$0</b>  | <b>\$0</b>  | <b>\$0</b>  | <b>\$0</b>  | <b>\$0</b>   |
| <b>8. OTHER:</b>  |             |             |             |             |             |              |
| <b>Subgrant: Planning Year Charter Schools - 8</b> schools will enter their planning phase in each year of the grant project. Two schools will be targeted schools receiving \$268,222.50 each for planning (\$536,445 total/year) and the remaining 6 schools will be typical schools receiving \$248,222.50 each for planning (\$1,489,335 total/year). Flow-through treated as contractual with \$25,000 cap for indirect costs.                                       | \$2,025,780 | \$2,025,780 | \$2,025,780 | \$2,025,780 | \$2,025,780 | \$10,128,900 |
| <b>Subgrant: Implementation Year One Charter Schools - 8</b> charter schools will open to serve students each year. Two schools will be targeted schools receiving \$293,222.50 each for the first year of implementation (\$586,445 total/year) and the remaining 6 schools will be typical schools receiving \$268,222.50 each for the first year of implementation (\$1,609,335 total/year). Flow-through treated as contractual with \$25,000 cap for indirect costs. | \$2,195,780 | \$2,195,780 | \$2,195,780 | \$2,195,780 | \$2,195,780 | \$10,978,900 |

**South Carolina Charter Schools NExT 2015–19**  
Five-Year Budget Narrative

| Budget Category   | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      | 5-Year Total |
|---|-------------|-------------|-------------|-------------|-------------|--------------|
| <b>Subgrant: Implementation Year Two Charter Schools</b> - 8 charter schools will continue to serve students during their second years of implementation. Two schools will be targeted schools receiving \$238,645 each (\$477,290 total/year) and 6 schools will be typical schools receiving \$181,875 each (\$1,091,250 total/year). Flow-through treated as contractual with \$25,000 cap for indirect costs. | \$1,568,540 | \$1,568,540 | \$1,568,540 | \$1,568,540 | \$1,568,540 | \$7,842,700  |
| <b>Professional memberships</b> to provide the charter office access to "member only" resources that can be shared with the charter schools and authorizers statewide. These memberships include NACSA(\$500), NAPCS (\$500), ASCD (\$120), PCSASC (\$500) AEFPA (\$475), Wipfli CPA's & Consultants (\$475).   | \$2,570     | \$2,570     | \$2,570     | \$2,570     | \$2,570     | \$12,850     |
| <b>Telephone</b> - estimated cost of \$70/month X 3 staff persons X 12 months for year 1. Each subsequent year is increased by 3% to cover anticipated cost increases.  | \$2,520     | \$2,596     | \$2,674     | \$2,754     | \$2,837     | \$13,381     |

**South Carolina Charter Schools NExT 2015–19**  
Five-Year Budget Narrative

| Budget Category   | Year 1             | Year 2             | Year 3             | Year 4             | Year 5             | 5-Year Total        |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| <b>Postage</b> to mail resources to schools, planning groups, authorizers, and community members. Year 1 \$125/month, Year 2 \$175/month, Year 3 \$225/month, Year 4 \$275/month, and Year 5 \$325/month. The increases are based upon the annual increase in the number of charter schools and distribution of information on high-quality charter school best practices to schools and authorizers. | \$1,500            | \$2,100            | \$2,700            | \$3,300            | \$3,900            | \$13,500            |
| <b>Copy Cost</b> - the charter office shares a lease with several other offices and must cover charter associate copy costs. Estimate is based upon current yearly costs at \$125/month X 12 months (\$1,500 for Y1 total). Each year is increased by 7% in anticipation of annual cost increases.  | \$1,500            | \$1,605            | \$1,717            | \$1,837            | \$1,966            | \$8,625             |
| <b>Subtotal Other:</b>  | <b>\$5,798,190</b> | <b>\$5,798,971</b> | <b>\$5,799,761</b> | <b>\$5,800,561</b> | <b>\$5,801,373</b> | <b>\$28,998,856</b> |

|                              |  |  |  |  |  |  |
|------------------------------|--|--|--|--|--|--|
| <b>9. TOTAL DIRECT COSTS</b> |  |  |  |  |  |  |
|------------------------------|--|--|--|--|--|--|

|   |         |         |         |         |         |          |
|---|---------|---------|---------|---------|---------|----------|
| <b>10. INDIRECT COSTS (SCDE's negotiated rate of 3% with USED):</b> | \$8,286 | \$8,312 | \$8,486 | \$8,666 | \$8,850 | \$42,600 |
|---|---------|---------|---------|---------|---------|----------|

|                               |     |     |     |     |     |     |
|-------------------------------|-----|-----|-----|-----|-----|-----|
| <b>11. TRAINING STIPENDS:</b> | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
|-------------------------------|-----|-----|-----|-----|-----|-----|

|                         |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|
| <b>12. TOTAL COSTS:</b> |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

|                 |                      |              |                       |         |
|-----------------|----------------------|--------------|-----------------------|---------|
| Prefix:<br>Mrs. | First Name:<br>Kayla | Middle Name: | Last Name:<br>Audette | Suffix: |
|-----------------|----------------------|--------------|-----------------------|---------|

Address:

|           |                                |
|-----------|--------------------------------|
| Street1:  | 1429 Senate Street, Room 603-D |
| Street2:  |                                |
| City:     | Columbia                       |
| County:   |                                |
| State:    | SC: South Carolina             |
| Zip Code: | 29201                          |
| Country:  | USA: UNITED STATES             |

|   |   |
|---|---|
| Phone Number (give area code)   | Fax Number (give area code)   |
|  |  |

Email Address:  


**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

|  |                |                   |                 |
|--|----------------|-------------------|-----------------|
|  | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

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

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

South Carolina Department of Education

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                      |                    |                    |                    |                    |                    |               |
| 2. Fringe Benefits                |                    |                    |                    |                    |                    |               |
| 3. Travel                         | 34,674.00          | 35,714.00          | 36,786.00          | 37,890.00          | 39,029.00          | 184,093.00    |
| 4. Equipment                      | 0.00               | 0.00               | 0.00               | 0.00               | 0.00               | 0.00          |
| 5. Supplies                       | 11,000.00          | 6,278.00           | 6,358.00           | 6,441.00           | 6,526.00           | 36,603.00     |
| 6. Contractual                    | 71,500.00          | 71,500.00          | 99,833.00          | 73,333.00          | 83,334.00          | 399,500.00    |
| 7. Construction                   | 0.00               | 0.00               | 0.00               | 0.00               | 0.00               | 0.00          |
| 8. Other                          | 5,798,190.00       | 5,798,971.00       | 5,799,761.00       | 5,800,561.00       | 5,801,373.00       | 28,998,856.00 |
| 9. Total Direct Costs (lines 1-8) |                    |                    |                    |                    |                    |               |
| 10. Indirect Costs*               | 8,286.00           | 8,312.00           | 8,486.00           | 8,666.00           | 8,850.00           | 42,600.00     |
| 11. Training Stipends             | 0.00               | 0.00               | 0.00               | 0.00               | 0.00               | 0.00          |
| 12. Total Costs (lines 9-11)      |                    |                    |                    |                    |                    |               |

**\*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:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(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  %.

|  |   |  |
|--|---|--|
| Name of Institution/Organization<br>South Carolina Department of Education | 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<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 2. Fringe Benefits                   | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 3. Travel                            | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 4. Equipment                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 5. Supplies                          | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 6. Contractual                       | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 7. Construction                      | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 8. Other                             | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 9. Total Direct Costs<br>(lines 1-8) | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 10. Indirect Costs                   | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 11. Training Stipends                | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 12. Total Costs<br>(lines 9-11)      | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |

**SECTION C - BUDGET NARRATIVE (see instructions)**